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IDENTIFIERS Education Amendments 1974; Garland Independent School District TX; Kaufman Independent School District TX; Royse City Independent School District TX; Texas; Wilmer Hutchins Independent School District TX

ABSTRACT

The design of the Phasing in Career Education Systematically (PICES) project was based on two data centered systems, sequencing and needs assessment. Four Texas independent school districts participated in the project which directly involved 986 students, 69 teachers, and 27 administrators. Some of the major activities conducted in each district were the following: development of an administrative management plan; completion of a four-component needs assessment; sequencing of 177 basic learner outcomes for career education into the existing K-12 curriculum; development of curriculum, instructional strategies, and infusion techniques; and administration of pre- and posttest to determine the effects of career education instruction on students and teachers. A procedural manual was also developed. Process, product, and impact evaluation strategies were utilized in evaluating the PICES project. Continuous reviews indicated that the project was conducted in strict accordance with the proposal objectives. The management system, the design and procedures for sequencing career education instruction, the comprehensive needs assessment, and the techniques for instructional preparation were found to be of high quality by the evaluators. Significant gains in positive teacher attitudes toward career education were observed. The impact of the project in terms of producing significant cognitive or affective gains among teachers and students was found to be negligible. Various dissemination activities were also conducted. (Appendix materials, which comprise the bulk of this document, include plans, data gathering forms, reports, evaluation plans, etc., which were used throughout project districts.) (Author/BM)

ED 164774

10-22
10-25

FINAL REPORT

to

Office of Career Education
United States Office of Education

from

PHASING IN CAREER EDUCATION
SYSTEMATICALLY (PICES) PROJECT
1975-1976

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Report Submitted By:

Region 10 Education Service Center
Richardson, Texas

September, 1976

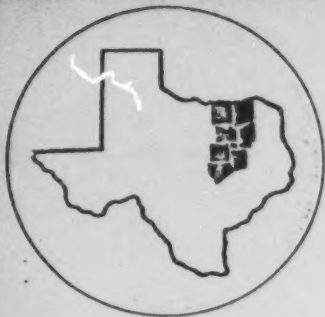
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- APPENDIX C--Revised Needs Assessment Activity Timeline,
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- APPENDIX D--Revised Sequencing Activity Timeline, Instrumentation,
Data Tabulation Forms, Final Report of Sequencing
Career Education Instruction for Royse City I.S.D.
- APPENDIX E--Training Seminars, Mini-Workshops and
Curriculum Worksheet
- APPENDIX F--Teacher Report Form
- APPENDIX G--Evaluation Design
- APPENDIX H--Project Information Articles



EDUCATION SERVICE CENTER

REGION 10

400 EAST SPRING VALLEY, P.O. BOX 1300, RICHARDSON, TEXAS 75080, AC 214 231-6301

COUNTIES

Collin

Dallas

Ellis

Fannin

Grayson

Hunt

Kaufman

Rockwall

September 30, 1976

Occupational and Adult Education Br.
Grant and Procurement Management
Division
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Ref: Federal Grant #G007503740
Identification #75-1249185

Gentlemen:

Please advise as to the disposition of the \$2,170.00 in unexpended funds.

Region 10 Education Service Center records indicate the following:

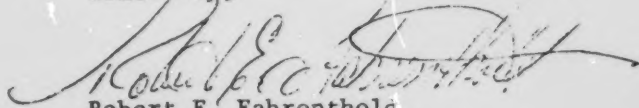
Total Funds Received (Federal) \$135,000.00

Total Federal Expenditures 132,830.00

Total Federal Funds to be
Returned to U.S.O.E. \$ 2,170.00

Thank you for your help in this matter.

Sincerely,


Robert E. Fahrenthold
Business Manager

REF:ss

FINAL PERFORMANCE REPORT

PHASING IN CAREER EDUCATION SYSTEMATICALLY (PICES)

CAREER EDUCATION PROGRAM

1. Project No:	2. Grant No.: G-007503740	3. Nature of Report: <u> </u> Semi-Annual <u>X</u> Final
4. Project Title: Phasing In Career Education Systematically (PICES)		5. Period Covered By This Project: From July 1, 1975 to June 30, 1976
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): <u>X</u> Incremental <u> </u> Settings <u> </u> Populations <u> </u> Training <u> </u> Communications <u> </u> State Plan		
7. Project Director: Dr. Gwyn Brownlee		8. Grantee/Assistance Contractor Institution/ Address/Phone Region 10 Education Service Center P. O. BOX 1300 Richardson, Texas 75080, 214/231-6301

9. Major Activities

A. Introduction:

The Phasing in Career Education Systematically (PICES) Project was funded to the Instructional Services Department of the Region 10 Education Service Center through a grant from the Office of Career Education of the United States Office of Education. The project is based on the proposition that desirable student outcomes in career education can be achieved through instruction resulting from systematic planning.

In the project design, specific instructional planning is based on two data centered systems. These data centered systems, sequencing and needs assessment, represent the cornerstone of effective career education.

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Table I, SCHEMATIC OF PICES PROJECT DESIGN, presents the functions associated with the project in two broad phases, i.e., Preparation Phase and Instructional Application Phase. Analysis of Table I should provide the reader with the gestalt of the project.

Three previous status reports have been developed and filed on the PICES Project. The first report covered operations from July, 1975, through November, 1975. The second covered operations from December, 1975, through February, 1976. The third covered project operations from March through April, 1976. The purpose of this Final Report is to describe project operations during the entire project year from July 1, 1975, to June 30, 1976.

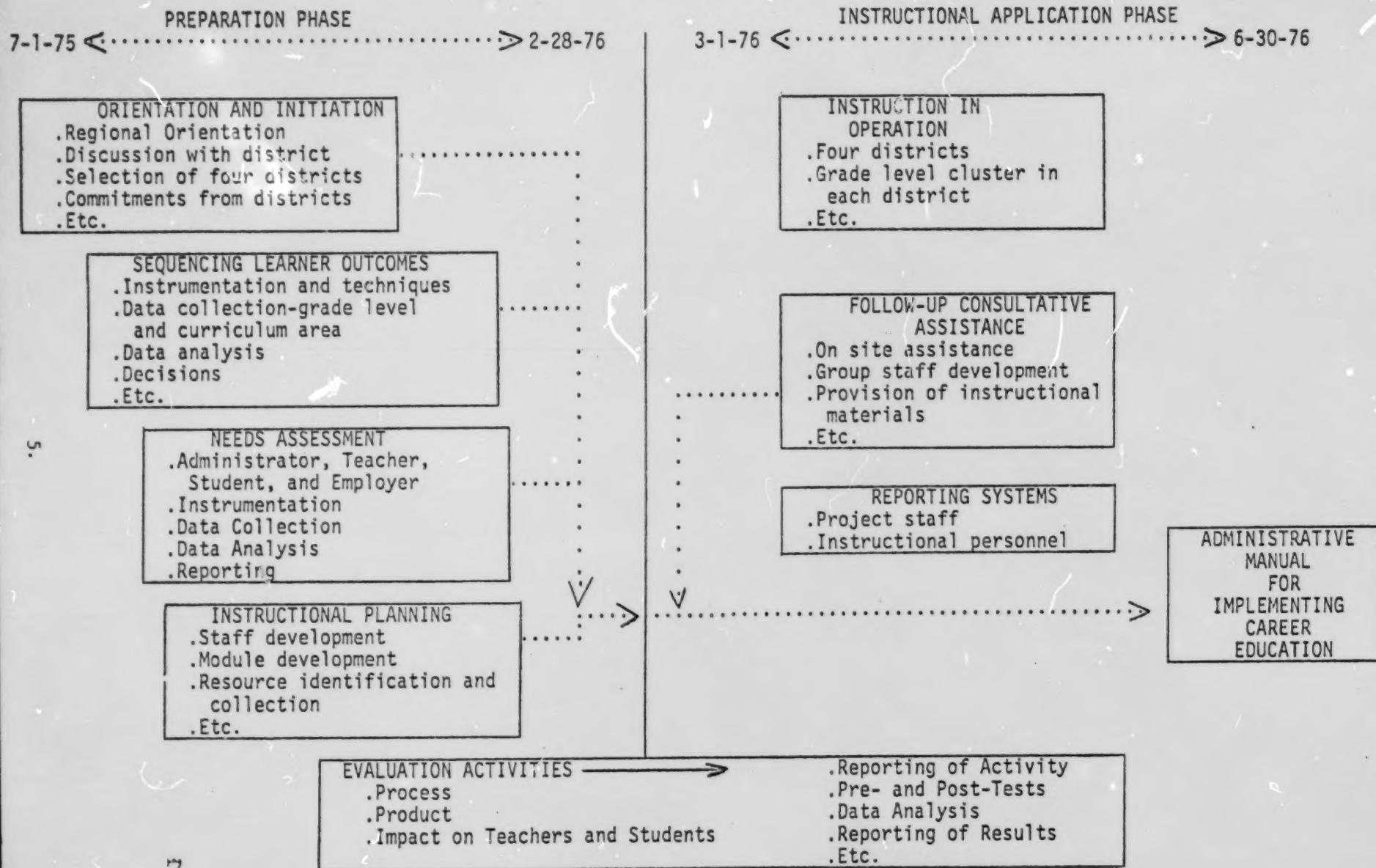
B. Major Accomplishments:

The approved proposal for the 1975-1976 Phasing in Career Education Systematically (PICES) Project contained nine objectives. Project operations and activities have focused squarely on these stated objectives. In this section of the final report each objective for the 1975-1976 project is restated and related accomplishments are presented.

Objective 1: By July 31, 1975, the Education Service Center staff will identify four (4) Region 10 LEAs to participate as installation sites for the career education planning systems, as evidenced by letters of agreement/commitment on file in the Career Education Office of Region 10 Education Service Center. (See Appendix A).

Commitment letters from the superintendents of four local districts in Region 10 are on file in project offices. Letters of commitment were received from the Garland Independent School District, Kaufman Independent School District, Royse City Independent School District, and Wilmer-Hutchins Independent School District. Activities leading to the filing of commitment letters included (1) initial letter contact with all 81 school districts in Region 10, (2) an orientation meeting for all districts expressing an interest

SCHEMATIC OF PICES PROJECT DESIGN



in the project, (3) selection, by project staff and Region 10 administration, of four districts, and (4) an on-site visit with the superintendent of each district selected. Following the on-site visit, each of the four superintendents submitted a commitment letter.

A brief description of each participating district follows:

Garland Independent School District. Located in Northeast Dallas County, the Garland Independent School District serves about 23,000 students from various ethnic groups. A rapidly growing district with a developing taxbase, the Garland Independent School District mirrors many suburban districts in the Dallas-Fort Worth metroplex and other similar locations throughout the Nation. Garland is the largest of the four districts participating in the 1975-1976 PICES Project.

Superintendent: Dr. Eli Douglas

District Coordinator for PICES: Mr. Phillip Gilbreath

Kaufman Independent School District. Located in Kaufman County about 40 miles from the Dallas metroplex, Kaufman Independent School District serves 1,386 students. Students in Kaufman come from a rather traditional rural background with agricultural pursuits representing the primary economy.

Superintendent: Mr. Jimmy Phillips

District Coordinator for PICES: Mr. Sam Burnes

Royse City Independent School District. The smallest district participating in the PICES Project, Royse City schools serve about 600 scholastics having Black, Anglo, or Spanish ethnic origin. Located in Rockwall County about 25 miles from Dallas

the family income in Royse City is generally derived either from one or both parents working in the Dallas area or from agriculture.

Superintendent: Mr. James Holt

District Coordinator for PICES: Mr. Walter Bell

Wilmer-Hutchins Independent School District. Located in South Dallas County, the Wilmer-Hutchins Independent School District serves a student population of about 4,600. About 88% of the student body is of the Black ethnic group. Wilmer-Hutchins Independent School District operates on limited local funds due to a rather low taxbase.

Superintendent: Dr. Carl McMillan

District Coordinator for PICES: Mr. Charles Johnson

The intent of this objective was achieved. However, dates on the commitment letters from superintendents reveal that the estimated date of completion, i.e., July 31, 1975, was not met. This fact was not viewed, by the evaluators and project staff, as a detriment to the project. To have pushed for earlier commitment, thus meeting the established date, could have precluded adequate communications and real commitment and thereby negatively influenced the project.

Objective 2: By August 31, 1975, administrators from each participating district will develop a career education management plan for utilizing the career education planning systems at the local level, as evidenced by these documents being on file in the Career Education Office of Region 10 Education Service Center. (See Appendix B).

A Project Management Plan for each participating district was developed and filed. The Management Plans contain specific information regarding the implementation of PICES in each locale. Management Plans were not completed

by the anticipated date, however, they were completed in sufficient time so as not to deter from project operations.

Objective 3: By November 30, 1975, each participating district will have completed a comprehensive needs assessment for career education, as evidenced by a report of the results being filed with the Texas Education Agency. (See Appendix C).

A comprehensive needs assessment for career education was completed in each participating district. Needs assessment data in each district was collected from four sources, i.e., students, teachers, administrators, and employers. Student data at grades 8 and 11 was collected through the administration of the Career Education Measurement Series - Survey Test. Data on elementary students was based on teacher perceptions of student performance since an acceptable instrument for measuring student performance relative to Career Education Desirable Learner Outcomes at lower age levels was not available. Teacher data was collected through the administration of the Teacher Career Education Inventory developed for the PICES project. The teacher inventory was presented in three parts; namely, Part I - Understanding of Career Education, Part II - Teaching/Learning Activities Utilized, and Part III - Degree of Instructional Attention provide students on Desirable Learner Outcomes. Data from both school administrators and employers was collected via the interview technique. An interview guide was developed for each population and project staff were trained to use the guides. Project staff did all the interviewing in each participating district.

Reports of the needs assessment results for each district were completed by project personnel. Due to the volume of the reports a full copy is not presented with this report. However, an abstract of the full report for each district is presented in Appendix C. The complete report for each district is on file with the Office of Career Education, USOE and the Career Education Office of the Region 10 Education Service Center.

Objective 4: By November 30, 1975, each participating district will have completed the sequencing of learner outcomes for grade-level and subject area, as evidenced by a summary report on file in the Career Education Office of the Region 10 Education Service Center. (See Appendix D).

Each participating district has completed the sequencing of locally adopted career education learner outcomes. Based solely on local district input, primarily from the instructional staff, each adopted learner outcome has been assigned to three specific grade levels and curriculum areas for introduction, development, and emphasis. Each district used the 177 Basic Learner Outcomes, identified by the Texas Education Agency through the Partners In Career Education Project, as the base for adoption and sequencing.

Reports of the sequencing effort and results were prepared for each district by the PICES project staff. Accompanying each report was a career education learner outcome matrix by grade levels, subject areas and courses for use by district teaching personnel from kindergarten through grade twelve. Due to the volume of the reports and matrices only a copy of the Royse City sequencing report and matrix is included in this report as an example for the reader. Reports and matrices for the three other districts were filed with the Office of Career Education, USOE or are available for review at the Region 10 Education Service Center Project Office.

Objective 5: Beginning in October, 1975, and continuing through May, 1976, participating districts with the assistance of project personnel will, based on the results of the needs assessment and sequencing activities, address the tasks necessary for implementing instructional approaches at selected grade level clusters, as evidenced by records of tasks completed on file in the Career Education Office of the Region 10 Education Service Center. (See Appendix E).

Project Staff were heavily involved during this phase of the project in a variety of large group, small group, and individual staff training, instructional planning, and curriculum development sessions. A description of the types of activities for each district follows.

Garland Independent School District: Grade Level Cluster 9-12,
Involved Teachers - 12

Twelve teachers in the three senior high schools in Garland were involved in a total of 440 clock hours of group inservice. Five teachers reported receiving 12 clock hours of individual assistance from ESC personnel in planning for specific instructional strategies.

An additional eleven teachers in Garland were involved in the large group training sessions. These teachers volunteered to participate in the large group activities even though they were advised that they would not receive individual on-site assistance by Project Staff.

Royse City Independent School District: Grade Level Clusters 6-8,
Involved Teachers - 15

Fifteen teachers in Royse City have been involved in a total of 515 hours of group inservice. Nine teachers reported receiving a total of 30 clock hours of instructional assistance from ESC personnel in planning for specific individual strategies. During these visits ESC Project personnel provided assistance to the teachers in curriculum, instruction, and materials development and implementation.

Kaufman Independent School District: Grade Level Clusters 3-5,
Involved Teachers - 12

Twelve Kaufman teachers, grades three through five on one campus, have been involved in a total of 253 hours of group inservice. All twelve of these teachers reported receiving a total of 46 clock hours of direct on-site assistance from ESC Project Staff.

Wilmer-Hutchins Independent School District: Grade Level Clusters K-3,
Involved Teachers - 19

The nineteen teachers from Wilmer-Hutchins have been involved in a total of 631 hours of group inservice training through project activities. In addition, eleven of the teachers reported receiving a total of 25 clock hours of individual assistance from ESC personnel.

Summarizing the assistance provided to local teachers during this reporting period reveals the following:

Total Teachers Served:	58
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Total Hours of Teacher Involvement in Group Training	1839
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Total Hours of Individual Assistance to Teachers	113
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Total Teachers Visited On-Site	43
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Total On-Site Visits Made By Project Staff	97
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Total Hours Devoted By Project Staff in Conducting Group Training:	178
(Note: Planning and preparation time not included)	

Note: Figures do not include the 11 volunteer teachers from Garland that participated only in large group training.

Objective 6: During the first week of February, 1976, each participating district will administer student pre-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 Education Service Center.

All student pre-tests were administered and scored. A comparison of student pre and post test data was made and is reported in detail in the

evaluation section of this report. Table II presents the number of students tested by district and by test used.

TABLE II

DISTRICT	STUDENT LEVEL	STUDENTS TESTED AND TESTS USED			
		READING	MATH	CMI	CEMS/CT
Garland	9-12	302	261	291	353
Royse City	6-8	75	75	73	54*
Kaufman	3-5	83	83	0	0
Wilmer-Hutchins	K-3	87	87	0	0
TOTALS		574	505	364	407

CMI = Career Maturity Inventory by Crites

CEMS/CT = Career Education Measurement Series - Category Tests by the Texas Education Agency

*Seventh and Eighth Grade Students only

Note: No individual student was administered more than two tests.

Objective 7: From February through May, 1976, each participating district will implement planned career education instructional strategies in selected grade level clusters, as evidenced by a weekly report of instructional activities implemented on file in the Career Education Office of the Region 10 Education Service Center. (See Appendix F).

The period of project operations during which LEA personnel were implementing career education instruction in the classroom is referred to as the Instructional application phase. A Teacher Reporting System, as presented in Appendix F, was in operation during this time. Data tabulated from these forms reveals concrete information relative to instruction time, as well as planning and materials development time reported by teachers in each of the four districts.

TABLE III

DISTRICT	GRADE CLUSTER	NO. TEACHERS	NO. HOURS SPENT IN PLANNING & PREPARATION	NO. HOURS SPENT IN INSTRUCTION
Wilmer-Hutchins	K-3	19	456	467
Kaufman	3-5	12	221	315
Royse City	6-8	15	195	455
Garland	9-12	12	217	263
TOTALS		58	1,089	1,500

Copies of instructional modules produced by teachers in the four districts were collected by Project Staff. These documents are available for review at the Region 10 Education Service Center, Career Education Office. However, sample modules have been included in Appendix F of this report as an example for the reader.

Objective 8: During May, 1976, each participating district will administer student post-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 Education Service Center.

All student post-tests were administered and scored. (See Table II for number of students tested by district and by test used). A comparison of student pre and post test data was made and is reported in detail in the evaluation section of this report.

Objective 9: The Project Coordinator will document the career education planning systems utilized by participating districts, as evidenced by a procedural handbook for using such systems submitted to the USOE by July 31, 1976.

The procedural manual describing the systems used in the PICES Project was developed by Project Staff but was not completed on the specified date. The document entitled, Phasing In Career Education Systematically: A Guidebook For Local Administrators was complete at the writing of this report. Once it

is printed copies will be sent to the USOE, Office of Career Education, all state departments of education, and other selected educators and agencies.

The guidebook presents a step by step approach to developing a local management system for career education, completing a four component needs assessment for career education and a three phase process for specifying career education instruction in all subjects, at all grade levels. It also includes processes and procedures for getting the resources required for implementation and preparing the staff with training in instructional strategies and curriculum development.

Procedures for evaluation of the handbook are discussed in detail in the evaluation section of this report.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 31-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDI- CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	1	1	84	116	22	224	N/A	N/A	52	110	114
MIDDLE/JUNIOR HIGH (7-9)	2	2	43	341	12	400	N/A	N/A	36	202	198
SENIOR HIGH (10-12)	4	1	37	318	8	362	N/A	N/A	87	207	155
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL	7	4	158	775	42	986	N/A	N/A	235	519	467
EDUCATIONAL PERSONNEL											
TEACHERS			19	50		69				15	54
COUNSELORS											
ADMINISTRATORS			1	27		28				22	6
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify)											
TOTAL	7	4	178	852	42	1083					

OE FORM 467, 2/76

10. Project Participants

11. Evaluation

A. Overview

The Phasing In Career Education Systematically project was designed to demonstrate that optimum career education programming and desirable learner outcomes can best be achieved through systematic planning and development. Conducting needs assessments, sequencing learner outcomes, and designing specific instructional strategies were the basic components employed in the PICES project.

Process, product, and impact evaluation techniques were used to determine the effectiveness of project operations. Process evaluation strategies focused primarily on the nine objectives stated in the proposal approved by the USOE Office of Career Education. The first eight objectives were process by nature and were evaluated through a review of project records maintained by the Project Coordinator. Product evaluation, in addition to process evaluation strategies, were employed with objective number nine. This objective called for the development of a procedural manual reflecting the systems utilized in project operations. Impact evaluation strategies were also designed to ascertain the effects of instruction on students and teachers.

The primary responsibility for developing and implementing an appropriate and meaningful evaluation design was couched with the Planning, Evaluation, Research, and Development Component of the Region 10 Education Service Center. A Project Evaluation Advisory Committee was selected to (1) review, make recommendations on, and approve the evaluation design, (2) monitor implementation of the

approved design, (3) provide evaluative feedback concerning products generated through the project, and (4) contribute to the development of evaluation reports. Members of the Project Evaluation Advisory Committee were:

Dr. Carolyn Raymond
Mesa Public Schools
Mesa, Arizona

Dr. David Gilmore
Region XIII Education Service Center
Austin, Texas

Dr. Andy Nutt
Texas Education Agency
Austin, Texas

Dr. Earl McCallon
North Texas State University
Denton, Texas

The remainder of this portion of the final project report presents the results of process, product, and impact evaluation.

B. Process Evaluation Results

Each of the nine objectives contained in the approved proposal are restated and evaluation findings relative to each objective are presented in the following narrative.

Objective 1: By July 31, 1975, the Education Service Center staff will identify four (4) Region 10 LEAs to participate as installation sites for the career education planning systems, as evidenced by letters of agreement/commitment on file in the Career Education Office of Region 10 Education Service Center.

Evaluation Findings: Commitment letters from the superintendent of four local districts in Region 10 were on file in project offices. Letters of commitment were observed from the Garland Independent School District, Kaufman Independent School District, Royse City Independent School District, and Wilmer-Hutchins Independent School District. The

intent of this objective was achieved, however, dates on the commitment letters from superintendents revealed that the estimated date of completion, i.e., July 31, 1975, was not met. This fact was not viewed by the evaluators, as a detriment to the project. To have pushed for earlier commitment, thus meeting the established date, could have precluded adequate communications and real commitment and thereby negatively influenced the project.

Objective 2: By August 31, 1975, administrators from each participating district will develop a career education management plan for utilizing the career education planning systems at the local level, as evidenced by these documents being on file in the Career Education Office of Region 10 Education Service Center.

Evaluation Findings: A Project Management Plan for each participating district was on file. The Management Plans contain specific information regarding the implementation of PICES in each locale. Management Plans were not completed by the anticipated date, however, they were completed in sufficient time so as not to deter from project operations.

Objective 3: By November 30, 1975, each participating district will have completed a comprehensive needs assessment for career education, as evidenced by a report of the results being filed with the Texas Education Agency.

Evaluation Findings: Reports of the needs assessment results for each district were completed and submitted to the Texas Education Agency.

Again, the time noted in the objective was not met.

Objective 4: By November 30, 1975, each participating district will have completed the sequencing of learner outcomes for grade level and subject area, as evidenced by a summary report on file in the Career Education Office of the Region 10 Education Service Center.

Evaluation Findings: Sequencing learner outcomes for instructional purposes was accomplished in all districts. The results of sequencing were available by the specified time (i.e. November 30, 1975), however

the formal write-up of sequencing reports was not completed until later in the project year.

Objective 5: Beginning in October, 1975, and continuing through May, 1976, participating districts with the assistance of project personnel will, based on the results of the needs assessment and sequencing activities, address the tasks necessary for implementing instructional approaches at selected grade level clusters, as evidenced by records of tasks completed on file in the Career Education Office of the Region 10 Education Service Center.

Evaluation Findings: Numerous activities were implemented in keeping with this objective. A description of such activities has been previously detailed in this report. As viewed by the evaluators, this objective was fully accomplished.

Objective 6: During the first week of February, 1976, each participating district will administer student pre-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 Education Service Center.

Evaluation Findings: This objective was met as student pre-tests were in fact administered. The number of students tested is reported in the major activities section of this report.

Objective 7: From February through May, 1976, each participating district will implement planned career education instructional strategies in selected grade level clusters, as evidenced by a weekly report of instructional activities implemented on file in the Career Education Office of the Region 10 Education Service Center.

Evaluation Findings: Participating districts did in fact implement planned career education instructional strategies as indicated by on-site visits and teacher data generated via a teacher reporting system. Specific and detailed information resulting from the teacher report form is presented in the major activities section of this report.

Objective 8: During May, 1976, each participating district will administer student post-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 Education Service Center

Evaluation Findings: This objective was accomplished in that student post-tests were in fact administered and scored. Student scores on both pre- and post-tests were used by the evaluators in statistical computations.

Objective 9: The Project Coordinator will document the career education planning systems utilized by participating districts, as evidenced by procedural handbook for using such systems submitted to the USOE by July 31, 1976.

Evaluation Findings: The planning systems utilized in the PICES Project have been described in a procedural manual. Copies of the manual will be made and submitted to a number of educational agencies, including the USOE, in the near future.

C. Product Evaluation

The procedural manual containing a description of the systems and procedures developed and utilized by the PICES Project was evaluated against three criteria. The following narrative identifies each criterion and summarizes the evaluation findings relative to each.

Criterion 1: Productive Utility of the Manual
The primary question to be answered here was:
"Will the systems presented in the document be effective in assisting school administrators in planning and implementing career education?"

Evaluation Findings: The effectiveness of the systems described in the manual was demonstrated through project activities in four participating school districts. These systems included: (1) a Management System,

(2) a procedure for Sequencing Instruction relative to careers,
(3) a comprehensive Needs Assessment design, and (4) strategies and
techniques for Instructional Preparation.

In the opinion of the evaluators and local school personnel, the
productive utility of the systems used in the project and presented in
the manual are effective in planning and implementing career education.

Criterion 2: Application Potential of the Manual
The primary question to be answered here was: "Are
the systems described in the manual such that a prac-
ticing school administrator can reasonably employ
the systems?"

Evaluation Findings: The manual document is organized in a sequential
and logical manner. Terminology used is understandable and the manner in
which the manual is written is such that the contents should be easy
to understand.

The manual begins with a discussion of the rationale for career
education, a global description of the PICES Model, and administrative
considerations pertinent to a local district's decision to adopt the PICES
Model. Instructions for using the manual, a gross timeline associated
with the implementation of the PICES Model, and selected reference
techniques which facilitate an in-depth review of the document are also
presented.

Each major system is then introduced by a preview that includes
(1) a definition of the system, (2) a rationale for the system, and
(3) assumptions related to the system. This is followed by a notation
of incremental steps to follow when planning for and preparing to im-
plement the system. The system is then explained in detail by
embellishing each of the incremental steps previously identified. In

some cases, specimen pages (i.e. examples) of instruments associated with the system are included in the narrative section. Full copies of all instruments are included in the manual as appendices.

The color coding system employed by the manual developers is of benefit to the user by expediting the location of information relative to various portions of the document.

In summary, the application potential of the manual in terms of the quality of the document and its contents are, without doubt, extremely high. Application of the systems presented in the document by interested school districts will, however, require some supportive technical assistance. This assistance, both personnel and computer, is probably available in most school districts having a student population of approximately 15,000 and up. Smaller districts will, as a general rule, need to secure assistance in order to fully implement the systems developed. It should be noted, that the need for outside assistance by smaller districts is not due to the complexity of the systems. It is due to the fact that the systems require the generation of large amounts of data, and therefore a need for mechanical data treatment is clearly evident. Also, the expertise needed to implement the instructional preparation aspects of the model may not be available in terms of full-time central staff consultants in smaller districts. Therefore, if technical assistance in terms of full-time professional personnel, and in terms of computer services are available, the PICES manual and model have very high application potential for any school district in the nation. Local district administrators desiring to fully implement career education in a systematic manner would be well advised to carefully consider the PICES Model.

Criterion 3:

Duplication Potential of the Manual

The question concerning duplication potential was originally envisioned as of primary importance to the evaluation of the manual to be produced. The primary question to be answered was: "Can a large number of manuals be duplicated within reasonable cost limits?"

Evaluation Findings: Duplicating the manual exactly as it was originally produced by the PICES Project would exceed "reasonable cost limits" as interpreted by the evaluators. That is to say, duplicating the contents using colored paper, and housing the contents in a hardback notebook type cover, as were the manuals produced by the project, would approximate a unit cost expenditure of nine dollars. Therefore, duplication of these manuals for a large number of school districts (e.g. 8,000) would be prohibitive from a cost standpoint.

It does appear, to the evaluators, that the production of a limited number (i.e. approximately 350) of the manuals in their present form represented a sound decision by project personnel. The original set of manuals should prove to be extremely durable and therefore serve generations of educators to come. Of importance also, is the fact that project personnel have guaranteed the USOE, Office of Career Education, that one copy of the manual will be provided each State Department of Education in the nation. By providing high quality documents, in both physical and content terms, to these agencies, the project staff has established a foundation for widespread diffusion of the PICES Model. Concerned and innovative state agency personnel will surely find ways and means to further distribute and/or diffuse the manual and the concepts therein.

D. Impact Evaluation

Impact evaluation strategies were designed to determine the effects of the project (1) on teachers involved in various phases of the project and (2) on students directly involved in the instructional application phase.

A description of the methodologies used, and a presentation of the findings observed for both teachers and students in the PICES Project are discussed in the ensuing narrative. For communications purposes information regarding impact on teachers is presented separately from information concerning students, with teacher related information being presented first.

1. Impact on Teachers

The project's impact on teachers was determined through the pre and post administrations of both cognitive and affective instruments.

The Texas Career Education Measurement Series-Survey Test was used to determine increase in teacher cognition of careers. This instrument was developed by the Westinghouse Learning Corporation through a Texas Education Agency grant to the Partners in Career Education project in Arlington, Texas.

Pre and post cognitive data were available on a total of fifty-seven teachers. All four participating districts (i.e. Garland, Kaufman, Royse City, and Wilmer-Hutchins) were represented in the total teacher group.

Table I presents the results obtained when teacher cognitive data was subjected to the t-test for Correlated Samples. The observed pre-test mean of 44.65 was only slightly higher than the observed post-test mean of 44.42. The t-value of 0.355 was not found to be significant at the .05 level of probability. Based on this finding it was concluded that for teachers as a total group the project was not effective, as measured by the CEMS-Survey Test, in producing significant gains in cognition of careers.

TABLE I
GAINS IN COGNITION OF CAREERS
AMONG ALL PROJECT TEACHERS

N = 57

Pre-test		Post-test		t	p
Mean	SD	Mean	SD		
44.65	6.53	44.42	8.20	0.355	.75

Due to the districts size, it was possible in Garland to establish two types of teacher control groups in addition to the project teachers (referred to as the experimental group). The experimental teachers experienced and were involved in all project activities. One control group experienced only the large group staff development activities conducted by project staff. This group was referred to as the volunteer group. Another group of Garland teachers did not participate in any project directed activities. The group was referred to as the control group. Teachers comprising all three groups were administered the CEMS-Survey Test on a pre-post basis. Analysis of covariance was used to test for significance of difference among groups.

As indicated by information presented in Table II, significant differences were not observed among the three groups. In fact, extremely small differences on both pre- and post-tests mean scores were found among the three groups considered. Also, it was noted that pre-test scores overall were extremely high when compared to the maximum score possible, which was fifty-two. Based on this

finding, it was concluded that significant cognitive gains were not possible for any teacher group tested due to the rather limited discriminating power of the instrument used.

TABLE II
COMPARISON OF COGNITIVE GAINS
MADE AMONG EXPERIMENTAL, VOLUNTEER,
AND CONTROL GROUPS

Group	N	Pre-Test		Post-Test		F	P
		Mean	SD	Mean	SD		
Experimental	12	49.75	1.36	49.50	1.88		
Volunteer	11	49.36	1.56	49.27	1.62	1,249	.30
Control	12	48.67	2.23	49.75	1.54		

Teacher attitude toward career education was measured pre and post by separate administration of the Career Needs Assessment Teachers and Administrators. This instrument was authored by Arvin Blome and Glen Rask, and was published by the Olympus Publishing Company of Salt Lake City, Utah.

When all project teachers (i.e. 57) were considered, significant differences between pre and post attitude scores were found to exist. As indicated by Table III, a mean gain of 3.35 was found to be significant at the .01 level of probability.

TABLE III
GAINS IN ATTITUDE TOWARD
CAREER EDUCATION BY EXPERIMENTAL TEACHERS

N = 57

Pre-test		Post-test		t	p
Mean	SD	Mean	SD		
108.23	7.02	111.58	8.87	4.491	.01

Experimental, volunteer, and control groups of teachers in Garland were compared in terms of gain in attitude toward career education using the same measures and statistical applications employed with all project teachers.

Table IV presents the findings observed among these groups in Garland.

Significant gains between pre- and post-tests were not found to exist among the teacher groups considered. It was noted, however, that both the Experimental and Volunteer group's post-test mean scores increased over their respective pre-test scores.

TABLE IV
COMPARISON OF GAINS IN ATTITUDE TOWARD
CAREER EDUCATION AMONG EXPERIMENTAL,
VOLUNTEER, AND CONTROL GROUPS

GROUP	N	Pre-Test		Post-Test		F	P
		Mean	SD	Mean	SD		
Experimental	12	111.42	6.36	116.67	6.11		
Volunteer	11	94.37	47.20	115.00	6.56	1.370	.27
Control	12	115.75	10.49	112.58	8.80		

The mean score of the Control group decreased from pre to post. According to the scoring method used, the higher the score the more positive one's attitude toward career education.

Because a significant increase was noted on the attitude variable when all experimental teachers were considered, a series of regression analysis were performed to see if this significant increase was related to either of two variables: ethnicity and total hours of assistance provided by project personnel.

The influence of the ethnicity variable was explored and the results reported in Table V. These results indicated that a significant difference was evidenced between the two races represented: white and negro. As a result of this significant difference noted; the mean gain for each racial group was computed to determine the nature of the differential gain. This analysis indicated that white participants tended to demonstrate significantly more positive gains in attitude than negro participants.

TABLE V
REGRESSION ANALYSIS ON THE TEACHER ATTITUDE
VARIABLE FOR PARTICIPANTS IN THE PICES PROJECT

N = 57

MODELS	R ²	F	P
Full Model (Predictors: Pre-test attitude score and ethnicity classifications)	.64	6.51	.01
Restricted Model (Predictor: Pre-test attitude score)	.59		
Difference in R ² Values	.05		

Table VI analyzed the relationship between hours of assistance provided by the Education Service Center staff and improvement in attitude.

TABLE VI
REGRESSION ANALYSIS ON THE TEACHER ATTITUDE
VARIABLE FOR PARTICIPANTS IN THE PICES PROJECT

N = 57

MODELS	R ²	F	P
Full Model (Predictors: Pre-test attitude score and assistance by Education Service Center)	.61	1.95	0.16
Restricted Model (Predictor: Pre-test attitude score)	.59		
Difference in R ² Value	.03		

Non-significant results were obtained in this analysis indicating that hours of assistance was not a significant factor in improving teacher attitudes.

2. Impact on Students

Pre- and post-measures of student (1) attitude toward careers, (2) knowledge of careers, and (3) academic achievement in reading and math were taken. Pre-tests were administered by local teachers, after receiving orientation from project staff members, during the first week of the third tri-mester of the 1975-76 school year. Post-tests were administered by local teachers during the second or third week of May, 1976. Therefore, the intervention period during which student instruction was provided by project teachers was limited to a maximum of twelve weeks. This rather short intervention period should be considered when reviewing student impact evaluation results.

Student attitude, grades 6 through 12, was measured by the Career Maturity Inventory A-1 authored by Dr. John O. Crites and published

by McGraw-Hill Book Company. Due to a lack of acceptable instrumentation, student attitudes toward careers were not measured for students grades K through 5.

Student knowledge of careers, grades 7 through 12, was measured by the category tests of the Texas Career Education Measurement Series developed by Westinghouse. Again due to a lack of acceptable instrumentation, student knowledge of careers grades K through 6 was not measured.

Student achievement in reading and math was measured by the appropriate level of reading and math subtests of the Comprehensive Test of Basic Skills published by McGraw-Hill Book Company. Students at all grade levels were tested in reading and math. The number of students tested varied from district to district depending on enrollment in the grade level cluster participating in the instructional application phase of the project.

Control groups of students were not used in evaluating student gain. However, a technique whereby each student served as his/her own control was employed when testing student gains in reading and math. The t-test for Correlated Samples was used in testing for significance of gain regarding knowledge of careers and attitude toward careers.

Table VII presents information relative to student scores on pre and post attitude measurements. Student pre- and post-test attitude scores were found to change very little. No significant difference was found to exist in this area.

TABLE VII
STUDENT GAINS RELATIVE TO
CAREER RELATED ATTITUDES

N = 299*

Pre-test		Post-test		t	P
MEAN	SD	MEAN	SD		
33.07	5.84	33.17	6.01	0.377	.70

*Includes student's in grades 6 through 12 only.

Table VIII presents student pre- and post-test data relative to knowledge of careers as measured by the CEMS-Category Tests. No gains between pre- and post-tests of student knowledge careers were noted with the instruments used. The sensitivity of

TABLE VIII
STUDENT GAINS RELATIVE TO
KNOWLEDGE OF CAREERS

N = 354*

Pre-test		Post-test		t	P
MEAN	SD	MEAN	SD		
37.60	9.05	37.60	9.29	0.017	.99

*Includes student's in grades 7 through 12 only.

the measurement instruments used to measure student knowledge was severely questioned as a result of this finding.

Student gains in reading and math were measured at all grade levels, K through 12. Based on the results of the pre-test, a Pre Intervention Growth Date (PIGR) for each was calculated. This PIGR was later used as baseline data against which to compare each student's Intervention Growth Rate (IGR). Under this approach, each student literally served as his/her own control.

The PIGR and the IGR for each student were compared to determine the effects of instruction on student's reading and math scores. The effects on each student was determined by the following sign test.

<u>IF</u>	<u>THE PROJECT'S EFFECT WAS</u>
PIGR = IGR	"0" or no effect
PIGR > IGR	"-" or negative effect
PIGR < IGR	"+" or positive effect

After determining the sign (i.e. type of effect) for each student, the Chi-Square (X^2) Goodness of Fit test was used to determine significance.

Table IX presents information regarding the project's effects on student's reading scores. The X^2 value resulting from the analysis was found to be below the value required for significance at the .05 level. However, it was noted that more students had negative signs than had positive signs.

TABLE IX
EFFECT ON STUDENT GROWTH
RATES IN READING

N - 449

	<u>Effect</u>		<u>X^2</u>
	<u>(+) Positive</u>	<u>(-) Negative</u>	
Expected	224.5	224.5	.3764*
Observed	218	231	

df = 1

*Below X^2 of 3.841 required for significance at .05.

Table X presents information concerning the project's effects on student's math scores. The resulting X^2 value of 3.719 was found to be under the value required for significance at the .05 level of probability. However, out of the 40.9 students tested in math, thirty-nine more positive than negative signs were observed. Also, the calculated X^2 value approached the level required for significance at .05 and surpassed the level required for significance at .10 which was 2.706 according to the tabled values for one degree of freedom.

TABLE X
EFFECT ON STUDENT GROWTH
RATE IN MATH

N = 409

	Effect		X^2
	(+) Positive	(-) Negative	
Expected	204.5	204.5	3.719*
Observed	224	185	

df = 1

*Below X^2 of 3.841 required for significance at .05.

D. Evaluation Summary

Process, product, and impact evaluation approaches and strategies were utilized in evaluating the PICES Project implemented by the Career Education Component of the Region 10 Education Service Center during the 1975-1976 operational year. Four local districts in Region 10 participated as installation sites; they were, Garland Independent School District, Kaufman Independent School District, Royse City Independent School District and Wilmer-Hutchins Independent School District.

A Project Evaluation Advisory Committee, consisting of four members that are identified by name previously in this report, reviewed and approved all evaluation plans, techniques, and operations. Also, each member of this committee visited a separate district participating in the project during the spring of 1976. A copy of each committee member's report of their on-site visit is presented in Appendix G.

Continuous reviews of project operations and activities revealed that the project was in fact conducted in strict accordance with the objectives as stated in the proposal approved by USOE. All stated objectives were accomplished. The management system, the design and procedures for sequencing instruction for career education, the four component and comprehensive system of needs assessment, and the techniques for instructional preparation developed through the project to implement career education in an organized and systematic manner were found to be of high quality by the evaluators.

An evaluation of the procedural manual developed by the project revealed that the manual clearly described, both globally and specifically, the planning systems employed. The manual was deemed to be a

potentially valuable document to other districts interested in implementing career education. It was concluded that larger districts could probably utilize the systems by resourcing the manual, however, smaller districts with rather limited personnel, time, and direct access to computer capabilities would probably need assistance from outside sources. Dissemination of the manual to all state education agencies in the USA, and to the USOE was viewed as very important by the evaluators.

The impact of the project in terms of producing significant cognitive or affective gains among teachers and students was found to be negligible. Significant gains in teacher attitudes toward career education were observed among project teachers. The instructional intervention period, during which students were taught, was of necessity limited to only about eleven or twelve weeks. The Instructional Application Phase of the PICES Model was intentionally delayed in favor of devoting sufficient time to implementing the planning systems (i.e. management, sequencing, needs assessment, and instructional preparation).

All in all, the PICES Model represents a very comprehensive and coordinated approach to addressing the numerous concerns associated with the present day career education concept. It is a very defensible and useful model and will in time be granted the recognition it rightly deserves - THE BEST.

12. Anticipated Changes and/or Problems:

No substantive changes were made in the project objectives, activities and evaluation efforts.

13. Dissemination Activities:

A. Activities accomplished

- . A presentation was made on the status and plans of the PICES Project to a joint meeting of the Texas State Career Education Advisory Committee and the Career Education Coordinators from the other 19 Texas Education Service Centers, in October 1975.
- . A number of articles on the PICES Project have appeared in Dallas area newspapers and newspapers in the four school districts participating in the project as installation sites.
- . The Region 10 Education Service Center "Rally for Career Education" is published three times during the year. The three issues published this year in September, January and May, have reported on project activities and accomplishments. (See Appendix H).
- . The Region 10 Education Service Center "Catalyst", the official news publication of the Center, has carried articles on the PICES Project in every issue. (See Appendix H).
- . A series of meetings and presentations for educational personnel, community/civic groups and school district boards of education have been conducted by district personnel and PICES staff members.
- . During the month of August presentations on the PICES Project were made to large groups of educators participating in the Education Service Center sponsored County Coop In-Service Workshops involving most school districts in 7 of the 8 counties in Region 10. The counties included were Collin, Ellis, Fannin, Grayson, Hunt, Kaufman, and Rockwall.

- . On February 11, 1976, the district coordinator for the PICES Project in Garland made a presentation on the project to a Vocational Impact Conference held in Garland.
- . During November a PICES presentation was made to educators from across the state attending the 1975 Texas Association for Supervision and Curriculum Development Convention (TASCD) in Houston, Texas.
- . A materials workshop to disseminate information on selected career education materials and programs was held for PICES district personnel on March 30 and 31, 1976.
- . A brochure describing the PICES project was developed, printed and disseminated during the spring.
- . A presentation on the evaluation design of the project was made at the OCE project directors' meeting in Washington, May 17 and 18.
- . Approximately 73 requests for project materials or information were received and answered during this reporting period. Inquiries came from educators in Texas, several other states and Costa Rica.

B. Results of Activities

- . The dissemination activities carried on to date have resulted in considerable visibility for the project in Texas and the nation.
- . In each of the installation sites there has been evidence of widespread acceptance and participation in the activities of the project by local district personnel and the community, which can be attributed, in part, to the dissemination effort.
- . Another result has been the sharing of PICES procedures and materials with other educators in order that they may benefit from the project.

- . The dissemination of successful practices employed in the PICES Project has contributed to improving the state of the art in career education.

14. Special Activities:

- . During October and November a Region 10 Education Service Center materials catalog supplement, listing new career education materials available on a loan/circulation basis to Region 10 school personnel (including personnel in the districts participating in PICES), was distributed to all public and private schools within the region.
- . A number of current career education instructional aids such as films, filmstrips, kits, books and games were added to the Region 10 career education materials component. Materials in the component are available to all public and private schools in the region on a free/loan basis.

15. REPORT ABSTRACT

AN ABSTRACT OF
FINAL PERFORMANCE REPORT
PHASING IN CAREER EDUCATION SYSTEMATICALLY (PICES)
CAREER EDUCATION PROGRAM

1. Project No:	2. Grant No.: G-007503740	3. Nature of Report: ____ Semi-Annual <u>X</u> Final
4. Project Title: Phasing In Career Education Systematically (PICES)		5. Period Covered By This Project: From July 1, 1975 to June 30, 1976
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): <u>X</u> Incremental ____ Settings ____ Populations ____ Training ____ Communications State Plan		
7. Project Director: Dr. Gwyn Brownlee		8. Grantee/Assistance Contractor Institution/ Address/Phone Region 10 Education Service Center P. O. BOX 1300 Richardson, Texas 75080, 214/231-6301

9. Major Activities

The major activities of the project were related to the nine objectives in the approved proposal. The project activities were conducted in keeping with the letter and spirit of the approved proposal. All objectives were met at the expected level of attainment with the exception of some adjustments in the time schedule. In every case adjustments in the completion dates were justified in light of the complexities inherent in the PICES model and because the model was implemented in four divergent school districts simultaneously.

A summary of activities by objectives follows:

- 01 Letters of commitment from the four LEA superintendents were furnished the project as specified in the objective. The projected date for completion was not met in order to meet the expected level of attainment.
- 02 Each of the four independent school districts completed an administrative management plan containing specific information and dates regarding the implementation of career education in the district. The plan provided a blueprint for the local project effort during the 1975-76 school year. The expected level of attainment was met with a slight adjustment in the time schedule.
- 03 Each of the four LEAs completed a four component needs assessment designed to gather information regarding student and institutional needs from the community, district staff and students. The data gathering was completed by the projected completion date and a final report was furnished each district.
- 04 Each participating district completed the sequencing of 177 basic learner outcomes for career education into the existing K-12 curriculum. The sequencing process for each district was completed by the target date and final reports including a career education curriculum matrix was furnished LEA personnel.
- 05 Based on the results of the needs assessment and sequencing efforts, project staff and local personnel in each of the four LEA's were involved in planning and developing curriculum, selecting and preparing instructional materials and designing instructional strategies for the instructional application phase of the project. The target dates and expected level of attainment were met as specified in the objective.
- 06 All student pre-test data as specified in this objective was obtained in each district within the projected time frame for completion. The tests used were:
 - CEMS - Career Education Measurement Series
 - CMI - Career Maturity Inventory
 - CTBS - Comprehensive Test of Basic Skills (Reading and Math)
- 07 Teaching personnel in each LEA implemented teaching plans which infused career education outcomes with subject matter concepts utilizing local resources and multi-media materials available from the ESC. Completed copies of teaching modules and teacher reporting forms were collected by the project staff in order to document amount of time spent in preparation and instruction in the classroom. The expected level of attainment was met.
- 08 The same tests, teachers, and students were involved in gathering post-test data as reported in Objective 06. This objective was completed as specified.

- 09 The procedural manual entitled, Phasing In Career Education Systematically: A Guidebook For Local Administrators was completed but not on the specified date. It is a guide to step by step implementation of the PICES model for career education and is to be disseminated to USOE, all states, and throughout Texas.

10. Project Participants

Those directly involved in the project were 986 students, 69 teachers and 27 administrators in four Region 10 independent school districts. The districts were:

Garland ISD
Kaufman ISD

Royse City ISD
Wilmer-Hutchins ISD

The total students and staff in the four districts are beneficiaries of the project in that a system-wide plan for implementation will be accomplished during the next two years based on the framework established during the 1975-76 PICES project.

11. Evaluation

Process, product, and impact evaluation approaches and strategies were utilized in evaluating the PICES Project during the 1975-76 operational year. A Project Evaluation Advisory Committee, consisting of four members, reviewed and approved all evaluation plans, techniques, and operations. Also, each member of this committee visited a separate district participating in the project during the spring of 1976.

Continuous reviews of project operations and activities revealed that the project was in fact conducted in strict accordance with the objectives as stated in the proposal approved by USOE. All stated objectives were accomplished. The management system, the design and procedures for sequencing instruction for career education, the four component and comprehensive system of needs assessment, and the techniques for instructional preparation developed through the project to implement career education in

an organized and systematic manner were found to be of high quality by the evaluators.

An evaluation of the procedural manual developed by the project revealed that the manual clearly described, both globally and specifically, the planning systems employed. The manual was deemed to be a potentially valuable document to other districts interested in implementing career education. Dissemination of the manual to all state education agencies in the USA, and to the USOE was viewed as very important by the evaluators.

Significant gains in teacher attitudes toward career education were observed among project teachers. The impact of the project in terms of producing significant cognitive or affective gains among teachers and students was found to be negligible. This was probably due in large part to the extremely short period of intervention with teachers and students.

12. Anticipated Changes and/or Problems

No substantive changes were made in the project objectives, activities and evaluation efforts.

13. Dissemination Activities

Project activities were reported throughout the year in area newspapers, and the Catalyst and Rally For Career Education, two Region 10 ESC publications. In addition a number of reports, presentations and workshops were given at numerous local, regional, state and national meetings by PICES personnel. Requests for project materials and information were received from educators in Texas, other states and one foreign country. In order to communicate the PICES model to interested individuals a descriptive brochure was printed and widely disseminated. In addition a procedural handbook on how to implement the PICES model was developed and is to be disseminated throughout the nation.

14. Special Activities

The Region 10 career education materials component was greatly expanded by the addition of several new media items, a new materials catalog supplement and a significant increase in the number of users and number of materials circulated.

APPENDIX A

GARLAND I.S.D. LETTER OF COMMITMENT

KAUFMAN I.S.D. LETTER OF COMMITMENT

ROYSE CITY I.S.D. LETTER OF COMMITMENT

WILMER-HUTCHINS I.S.D. LETTER OF COMMITMENT

GARLAND INDEPENDENT SCHOOL DISTRICT

ADMINISTRATION BUILDING
720 STADIUM DRIVE
P. O. BOX 128
GARLAND, TEXAS 75040

RECEIVED

SEP 05 1975

INSTRUCTIONAL SERVICES
DEPARTMENT

ELI DOUGLAS
Superintendent

September 3, 1975

Mr. John Shirley
Career Education
Education Service Center, Region X
P. O. Box 1300
Richardson, Texas 75080

Dear Mr. Shirley:

It is a pleasure for me to accept the opportunity to cooperate with Region X in the "Phasing In Career Education Systematically Project", (PICES). It is the intention of Garland Independent School District to emphasize career education to our students both at the present and after the project is terminated. We feel strongly that career education should hold an important place in our overall curriculum planning and we intend to continually strive to provide this important component of education to our students.

I have asked Mr. Phil Gilbreath to serve as coordinator of the project for the Garland Independent School District, consequently, he should be your contact and liaison for future information and contacts.

Sincerely,

Eli Douglas

Eli Douglas

ED/tmw



Mr. John Shirley, Director
Career Education
Region X, Educational Service Center
P. O. Box 1300
Richardson, Texas

Dear Mr. Shirley:

This is to confirm our plans to participate in the Phasing-In Career Education Systematically Project under the direction of Education Service Center, Region X. We are looking forward to participating in this program this year and will continue the program next year. Mr. Sam Burnes, Principal of the Lucille Nash Elementary will serve as our coordinator.

Our school feels that this is a very necessary program and we are looking forward to participating with a great deal of enthusiasm.

Sincerely yours,

James R. Phillips
James R. Phillips
Superintendent

JRP/ib

RECEIVED

SEP 04 1975

INSTRUCTIONAL SERVICES
DEPARTMENT

ROYSE CITY PUBLIC SCHOOLS

JAMES F. HOLT, SUPERINTENDENT

ROYSE CITY, TEXAS 75089

August 28, 1975

BOARD MEMBERS:

KENNETH BAILEY
MARVIN GOODWIN
JIM CAVINESS
EDWIN S. MELLODY

BOARD OFFICERS:

G. W. PEOPLES, JR. PRESIDENT
JOE EVANS, VICE-PRESIDENT
KENNETH HOWELL, SECRETARY

Mr. John Shirley
Region 10 Education Service Center
P.O. Box 1300
Richardson, Texas 75080

Dear Mr. Shirley:

The Royse City ISD is honored to be selected as a participant in the PICES Project.

Mr. Walter L. Bell, High School Principal, will serve as the district contact.

Respectfully yours,

James F. Holt
James F. Holt

JH:jm

RECEIVED

SEP 02 1975

INSTRUCTIONAL

DEPT

Wilmer-Hutchins Independent School District

3920 EAST ILLINOIS AVENUE

DALLAS, TEXAS 75216

214 / 378-5444

September 2, 1975

BOARD OF TRUSTEES:

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CHARLES JOHNSON

DEPUTY SUPT.

MRS. BETTY R. SHUPTRINE

ASSESSOR-COLLECTOR

RECEIVED

SEP 03 1975

INSTRUCTIONAL SERVICES

DEPARTMENT

Mr. John Shirley, Director
 USOE PICES Project
 Education Service Center-Region 10
 P. O. Box 1300
 Richardson, Texas 75080

Dear Sir:

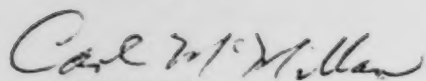
On behalf of the Wilmer-Hutchins School District let me express gratitude for the inclusion of our district in the USOE phasing in Career Education Systematically Project. Mr. Charles Johnson, Deputy Superintendent, will be the school district's coordinator for the project. Campus coordinators will be appointed by September 5, 1975.

Our commitment to participate includes the following:

1. Development of a management plan as a basic document to guide the activities of the project.
2. The necessary amount of in-service time will be designated to the project.
3. A needs assessment will be conducted to determine the district's needs for career education.
4. Sequencing of career education learner outcomes using proposed processes.
5. Opportunities will be provided for representatives from school districts in Region 10 to visit our district to observe the activities of the career education program.
6. District project personnel will serve in a resource capacity to schools in Region 10 as they begin to implement career education program.

Again, thank you for selecting our school district to participate
in the career education project.

Sincerely,

A handwritten signature in cursive script, reading "Carl McMillan".

Carl McMillan
Superintendent

CM/hj

APPENDIX B

PICES PROJECT MANAGEMENT PLAN

GARLAND PROJECT MANAGEMENT PLAN

KAUFMAN PROJECT MANAGEMENT PLAN

ROYSE CITY PROJECT MANAGEMENT PLAN

WILMER-HUTCHINS PROJECT MANAGEMENT PLAN

Administrative Management Plan

for

PHASING IN CAREER EDUCATION SYSTEMATICALLY

1975 - 76

A Project Funded Through The
United States Office of Education

July, 1975

Region 10 Education Service Center
Richardson, Texas

RATIONALE

According to Kenneth B. Hoyt, Director of the Office of Career Education in the United States Office of Education,

American education cannot be credited with responding to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.¹

Effective career education programs are based on research evidence and solid pragmatic observations. However, initial implementation of effective career education programs at the local education agency (LEA) level is a long and laborious task for local educators. To implement an action program, the local administrator must become well informed about career education prior to initiating any processes designed to prepare local teachers to implement career education. LEA personnel are often overwhelmed with the tasks of developing data-collecting instruments, conducting needs assessments, writing LEA position papers on career education, identifying and/or writing learner outcomes, in-servicing teachers, expanding resource/curriculum guides, speaking to civic organizations to promote community involvement, etc. Far too often educators become inundated with frustrating work that leads to total abandonment of the career education concept prior to realizing any real impact at the instructional level. To address this problem, Region 10 Education Service Center's (ESC) Career Education Project has developed and piloted systematic processes, techniques and materials necessary to effect incremental improvements in K-12 career education programs without involving undue frustrations.

The need exists in Region 10 to assemble these processes into a package designed to sequentially move a local education agency toward comprehensive implementation of career education. The rationale for the Phasing In Career

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Kenneth B. Hoyt, An Introduction to Career Education - A Policy Paper of the United States Office of Education (Washington D. C.: Government Printing Office, (1975), p. 10.

Education Systematically (PICES) Project is based on the need to relieve local personnel from the time-consuming process of "reinventing the wheel". The remainder of this document presents a description of the PICES Project and supplementary activities of the Project staff. This document was developed for the purpose of being used as an administrative guide for the Career Education component of Region 10 Education Center's Instructional Services Department.

PURPOSE OF THE PROJECT

The purpose of the PICES Project is to improve the implementation of career education within Region 10 by implementing activities designed to effect incremental improvements in K-12 career education. The project staff plans to use planning systems which were piloted during the 1974-75 school year in systematically installing career education in four pilot LEAs. The planning systems concept for career education has its foundation in two identifiable systems; namely, the system designed to sequence instruction for specific learner outcomes and the system for conducting a comprehensive needs assessment in career education. These systems are addressed in the following paragraphs.

The process of sequencing learner outcomes begins with the adoption of a definition for career education and the acceptance of specific learner outcomes by local district personnel. The set of 177 learner outcomes developed through the Partners In Career Education Project in Arlington, Texas, provides each local district a starting point for this process. Local district personnel, teachers and administrators respond to sequencing instruments by indicating (1) the appropriateness of each learner outcome for their district, (2) the most appropriate grade level to initiate instruction in order to effect the

outcome in students, and (3) the most appropriate subject matter curriculum area in which to infuse each concept. Respondent input is then treated through computer analysis, and resulting printouts provide local administrators with hard data to use in making curriculum decisions. When learner outcomes have been assigned to a specific curriculum area, for primary attention, the process of designing instructional approaches can be meaningful and productive.

Conducting a comprehensive needs assessment for career education is somewhat complex and time consuming. During the 1974-75 operational year a four component model for conducting a needs assessment for career education was developed and piloted. The needs assessment model includes data generated through (1) interviews with local district administrators, (2) surveying the instructional staff to determine the types, numbers, and variety of instructional techniques used in teaching career education concepts, (3) assessing student cognitive and affective performance at the 5th, 8th, and 11th grade levels on instruments developed regarding salient career education concepts, and (4) interviewing a random selection of persons in firms or businesses employing a substantial number of local high school graduates or students in the past five years. This needs assessment model proved to be effective in terms of providing data upon which to focus future directions in planning for career education.

The purpose of the project will be met by: (1) implementing the two planning systems described above, (2) pretesting students, (3) teaching identified learner outcomes in selected grade clusters, (4) post-testing students, and (5) documenting the processes used and results obtained in an implementation handbook. It is the intent of the PICES Project to share the finished implementation handbook with interested educators across the nation.

EXPECTED OUTCOMES

The successful implementation of the activities identified for this project are expected to provide worthwhile outcomes to participating school districts, Region 10 Education Service Center, the State of Texas, and the nation.

Expected Outcomes to Participating Districts

- . Increased awareness of the concept of career education.
- . Increased awareness of implementation strategies for career education.
- . Improved understanding of personnel roles and responsibilities for implementing career education.
- . Increased awareness of available career education materials.
- . Improved in-district communications concerning curriculum for career education.
- . Increased understanding of district needs in career education.
- . Improved classroom instruction in career education.
- . Improved capability to plan and initiate innovative educational programs.
- . Increased understanding of ESC services and how these services can be efficiently and effectively used.

Expected Outcomes to Region 10 ESC

- . Improved capabilities to offer technical services gained through the experience in assisting local districts in implementing career education.
- . Increased understanding of individual LEA needs in career education and associated services that can be provided by the ESC.
- . Improved communications network between Region 10 ESC and LEAs.
- . Increased awareness of workable implementation strategies for career education.

Expected Outcomes to Texas and the Nation

- . Increased awareness by TEA and USOE of the services provided through Region 10 ESC's Career Education Project.
- . Improved communications network between the Career Education Project and the USOE and other practitioners of career education in Texas and the nation.
- . Increased understanding of successful implementation strategies for career education by interested educators from across the nation.

PROJECT DESCRIPTION

Project Specifications

Funding Agency: United States Office of Education

Funding Source: Guidelines of P.L. #93-380 (Educational Amendments 1974-ESEA)

Operational Year: June 30, 1975 through June 29, 1976

Headquarters: Region 10 Education Service Center 400 East Spring Valley Road, Richardson, Texas 75080

Career Education

Project Staff: Mr. John Shirley, Coordinator (PICES)

Dr. Bill Smith, Consultant (PICES)

Ms. Grace Rice, Consultant (PICES)

Ms. Roxy Smarzik, Resource Associate (PICES)

Ms. Ann Yates, Resource Associate

Mr. Roger Melton, Resource Associate

Ms. Elaine Hilkert, Project Secretary

Ms. Mary Bartley, Project Secretary (PICES)

Project Synopsis

The primary thrust of the PICES Project is to demonstrate that the planning

systems to be used represent a defensible approach to career education implementation. To demonstrate that career education can in fact be effectively and efficiently managed at the local district level is also of great importance. Outside visibility of the products of the planning systems will be accomplished through documentation of the systems used and follow through techniques employed.

The Career Education Project's commitment to participating LEAs includes the following: (Note: These commitments are tied directly to the project objectives.)

- . Provide technical and consultative services to assist the district in implementing a career education program.
- . Provide career education materials for use by district personnel on a loan/circulation basis.
- . Assist the district administration and career education team in developing a district management plan for the career education program.
- . Provide technical assistance in planning and conducting a career education needs assessment and the sequencing of career education learner outcomes including developing a report of the findings.
- . Provide technical assistance and consultative services in developing and implementing a program of in-service training for the district staff involved in the project.
- . Coordinate other ESC services and activities as they relate to or involve career education.
- . Report to all appropriate agencies and the district administration on the progress of the project.
- . Provide release time for district teaching staff involved in the project.

Commitment to participate by a local education agency includes the following:

- . Identify a district career education team composed of a district

coordinator and one campus coordinator from each school involved in the project.

- . Develop a management plan to serve as a basic document to guide the activities of the project.
- . Commit a portion of the district in-service time to career education.
- . Conduct a needs assessment to determine the district needs for career education.
- . Sequence career education learner outcomes using processes developed by Region 10 Education Service Center and utilizing the TEA list of 177 Basic Career Education Learner Outcomes.
- . Assist the ESC in the evaluation of career education materials in the career education materials component.
- . Provide opportunities for representatives from school districts in Region 10 to visit the pilot district to observe the activities of the career education program.
- . At the discretion of the Project School District permit project personnel to serve in a resource capacity to schools in Region 10 as they begin to implement career education programs.
- . Make a commitment to continue the program after the pilot phase.

Four Region 10 LEA's of varying size will be chosen to participate in the PICES Project. A management plan will be written by a representative from each of the pilot districts. The PICES Project staff will assist each pilot district in assessing district needs in career education and sequencing career education learner outcomes. Participating districts with the assistance of project personnel will, based on data generated from the needs assessment and sequencing activities, address the tasks necessary for implementing instructional approaches at selected grade level clusters. During the spring semester of the 1975-76

school year, student pretests will be administered, career education instructional strategies addressing sequenced learner outcomes will be implemented, student post-tests will be administered, and the planning systems used will be documented. Each activity of the project builds on the one before; thus, systematic career education!

STATEMENT OF OBJECTIVES

Project objectives for the 1975-76 operational year are:

1. By July 31, 1975, the ESC staff will identify four (4) Region 10 LEAs to participate as installation sites for the career education planning systems, as evidenced by letters of agreement/commitment on file in the Career Education Office of Region 10 Education Service Center.
2. By August 31, 1975, administrators from each participating district will develop a career education management plan for utilizing the career education planning systems at the local level, as evidenced by these documents being on file in the Career Education Office of Region 10 Education Service Center.
3. By November 30, 1975, each participating district will have completed a comprehensive needs assessment for career education, as evidenced by a report of the results being filed with the Texas Education Agency.
4. By November 30, 1975, each participating district will have completed the sequencing of learner outcomes for grade-level and subject area, as evidenced by a summary report on file in the Career Education Office of the Region 10 ESC.
5. Beginning in October, 1975, and continuing through May, 1976, participating districts with the assistance of project personnel will, based on the results of the needs assessment and sequencing activities,

address the tasks necessary for implementing instructional approaches at selected grade level clusters, as evidenced by records of tasks completed on file in the Career Education Office of the Region 10 ESC.

6. During the first week of February, 1976, each participating district will administer student pre-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 ESC.
7. From February through May, 1976, each participating district will implement planned career education instructional strategies in selected grade level clusters, as evidenced by a weekly report of instructional activities implemented on file in the Career Education Office of the Region 10 ESC.
8. During May, 1976, each participating district will administer student post-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 ESC.
9. The Project Coordinator will document the career education planning systems utilized by participating districts, as evidenced by a procedural handbook for using such systems submitted to the USOE by July 31, 1976.

EVALUATION DESIGN

Evaluation activities will include both quantitative and qualitative measures. Quantitative evaluation will focus primarily on the process objectives stated in the proposal. In effect, quantitative evaluation procedures and techniques will determine the extent to which the project and participating districts accomplished the objectives as stated in the project proposal.

Qualitative evaluation will focus on assessing the quality of documents produced, and ascertaining the degree of instructional impact on student cognition and attitude. Three primary criteria for judging the quality of documents produced are: (1) each document must possess a high degree of productive utility, (2) each document must by structure and design be such that educators can readily and efficiently apply it in other districts, and (3) each document must be such that massive duplication is possible within reasonable costs limits.

Evaluation activities will be continuous in that such activities will be initiated during the first month of the project and be continued throughout the project year. Formative evaluation, for both process and product concerns, will be systematically generated through the efforts of a Project Evaluation Advisory Committee. This committee will be composed of (1) one person from the Texas Education Agency concerned with career education, (2) one person from the Office of Career Education of the United States Office of Education, and (3) one person from an area institution of higher education with expertise in educational research and evaluation. The Project Evaluation Advisory Committee will be convened three times and will be responsible for reviewing evaluation strategies and reports. The Director of Planning, Evaluation, Research, and Development of the Region 10 Education Service Center will coordinate the efforts of this committee.

Table I- Evaluation Specifications includes a more detailed presentation of evaluation plans for the project.

If evaluation results and/or complications relative to the evaluation design indicate a need for change, adjustments will be made as soon as possible in order to meet existing needs.

TABLE I
EVALUATION SPECIFICATIONS

PROCESSES OR PRODUCTS TO BE EVALUATED	EVALUATION METHODS	DOCUMENTATION OR EVALUATIVE CRITERIA
Processes		
. All Process Objectives as stated in proposal for project.	Educational Audit of Accomplishments by Project Evaluation Advisory Committee	Documentation as stated for each objective in proposal.
. Procedures used to accomplish process objectives.	Consideration of appropriateness of procedures by Project Evaluation Advisory Committee.	To be established by coordinator of evaluation.
Products		
. Manual of planning systems for Career Education	Analysis by Project Evaluation Advisory Committee of document during formulation and at completion.	Specific criteria for each of the three primary criteria to be developed by coordinator of evaluation.
.. Degree of productive utility		
.. Transportability potential		
.. Duplication potential	Responses of selected school administrators to manual prior to finalization.	
. Student gains in cognition and attitude	Administration of student pre- and post-test measures of cognition and attitude. Instruments to be selected, revised, or developed by coordinator of evaluation and approved by Project Evaluation Advisory Committee. Learner assessment instruments developed by Partners in Career Education in 1974-1975 will be used if appropriate.	Student gains in cognition and/or attitude must achieve .05 level of confidence or better to be considered significant.

ACTIVITY TIME LINE
MAJOR ACTIVITIES OF THE CAREER EDUCATION PROJECT

ACTIVITY	RESPONSIBILITY	PERIOD OF IMPLEMENTATION												
		July 1975	Aug. 1975	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976	July 1976
Develop Participation Proposal	Project Staff	7-21												
Send Announcement Letter	Project Coordinator	7												
Develop Project Management Plan	Project Staff	14..1												
Conduct Orientation/Commitment Meeting	Project Staff	23												
Select Installation Sites	ESC Staff	28												
Send Notification Letter	Project Coordinator		4											
Conduct Initial On-site Meeting of Pilot Site Superintendents . Collect final commitment .	Project Staff		25-29											
Conduct Orientation Meeting for District Coordinators . Management Plan Development	Project Staff			4										
Provide Field Services Relative to Refining Management Plan and Preparation for Conducting Needs Assessment & Sequencing	Project Staff			5..11										
Collect Completed Management Plans	Project Coordinator				12									
Print Management Plans	Project Staff			15..19										
Conduct Initial Meetings With Career Education Teams . Needs Assessment Procedures . Sequencing Procedures . Orientation to Instruments for all Teachers in Royse City and Kaufman	Project Staff/PERD Staff				10..17									
Finalize Needs Assessment and Sequencing Instruments and Procedures	Project Staff/ PERD Staff			22....9										
Collect Needs Assessment and Sequencing Instrument Data	Project Staff/PERD Staff				13..27									
Collect Needs Assessment Interview Data	Project Staff/PERD Staff				10.....14									
Treat Needs Assessment and Sequencing Data	Project Staff/PERD Staff				28 ...14									
Treat Needs Assessment Interview Data	Project Staff/PERD Staff					17..21								

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ACTIVITY	RESPONSIBILITY	PERIOD OF IMPLEMENTATION												
		July 1975	Aug. 1975	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976	July 1976
Analyze all Treated Data	ESC Staff District Coordinators					24..26								
Develop Report on Needs Assessment and Sequencing Results by District	Project Staff/PERD Staff				15.....	19								
Identify and Select Cluster Teaching Personnel	Project Staff/LEA Staff						1...5							
Provide On-site Assistance and Training for LEA Personnel in Developing Instructional Approaches	Project Staff						8.....	27						
Identify and Catalog Human Resources and Field Trips	LEA Staff				1.....	27								
Collect Copies of Curriculum/ Instructional Plans	Project Staff							5.....	14					
Select, Refine, or Develop Appropriate Pre-test/Post-test Instrumentation	Project Staff/PERD Staff				1.....	20								
Conduct Pre-test Teacher Orientation	Project Staff/PERD Staff							23..27						
Administer Student Pre-tests	LEA Teaching Personnel								1...5					
Score Student Pre-test	PERD Staff								2...10					
Develop Monitoring System Forms and Procedures	Project Staff/PERD Staff				1.....	20								
Conduct Monitoring System Orientation Sessions	Project Staff/PERD Staff							23..27						
Provide On-site Assistance Relative to Monitoring System	Project Staff							27.....	7					
Compile Weekly Reports on Monitoring System	Project Staff								8.....	7				
Administer Student Post-test	LEA Teaching Personnel										10..14			
Score Student Post-test	PERD Staff										11..19			
Treat & Analyze Pre-test/Post-test	Project Staff/PERD Staff										20....	..4		
Conduct Pre-test/Post-test Data Interpretation Sessions	Project Staff											23...27		

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ACTIVITY	RESPONSIBILITY	PERIOD OF IMPLEMENTATION												
		July 1975	Aug. 1975	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976	July 1976
Develop and Finalize Format for Procedural Handbook	Project Staff				13...31									
Write Procedural Handbook	Project Staff				31.....								..4	
Review, Edit, and Refine Handbook	Project Staff												4...25	
Print and Disseminate Handbook	Project Staff												28.....	31
Identify Project Evaluation Advisory Committee (PEAC)	Project Coordinator PERD Director	1..15												
Conduct Orientation Meeting of PEAC	PERD Director		31											
Monitor Project Operations	PERD Staff	1.....											..29	
Develop and Submit 1st Quarter Evaluation Report	PERD Staff				1...15									
Conduct 2nd Meeting of PEAC-- Educational Audit of Accomplish- ments and Procedures	PERD Director						17..18							
Develop and Submit 2nd Quarter Evaluation Report	PERD Staff							1..15						
Develop and Submit 3rd Quarter Evaluation Report	PERD Staff										1...15			
Conduct 3rd Meeting of PEAC-- Educational Audit On-site Visitations	PERD Director										19..20			
Develop and Submit Final Evaluation Report	PERD Director													1...31

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ADMINISTRATIVE MANAGEMENT PLAN

For

PHASING IN CAREER EDUCATION SYSTEMATICALLY
(PICES)

1975-76

In Cooperation With
Region 10 Education Service Center

Garland Independent School District
September, 1975

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I. INTRODUCTION

Kenneth B. Hoyt, Director of the Office of Career Education of the United States Office of Education has defined career education as:

"the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living".

The career education movement can be properly viewed as one of several possible responses to some apparent societal and/or educational problems:

- . 80% of our present jobs do not require a college degree however, 80% of our students are enrolled in either the college preparatory or general education curriculum to ready them for college attendance.
- . Changes in lifestyle and technology are creating new jobs and making a percentage of present day jobs obsolete.
- . Students are frustrated with the lack of subject area relevance to the "outside world".
- . Subject areas are often separated rather than integrated causing a lack of curriculum unification.
- . The increasing number of high school drop-outs is continuing at an alarming rate.
- . An over supply of trained personnel for the job market and a lack of career planning on an individual basis are reasons for concern.

Any program of educational reform designed to attack such problems must be based on some common element inherent in each. Such a common element must be one that can logically be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as to the individual personal growth goals of learners. One such element that seems appropriate to consider for use is the concept of "work". Due to the fact that "work" is a common element in many educational problems, the concept of career education would seem to have direct and immediate application to the classroom.

After defining career education and embracing a rationale for the movement which is based on "work", one might falsely conclude that career education is just another name for vocational education. In order to give the reader a more basic understanding of the concept of career education, a number of concept assumptions are listed below.

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education should span almost the entire life cycle.
2. The concept of productivity is central to the definition of work and so to the entire concept of career education.
3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.
4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"
5. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.
6. Career education is for all persons--including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.
7. The societal objectives of career education are to help all individuals to: (a) want to work, (2) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.
8. The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.
9. Protection of the individual's freedom to choose--and assistance in making and implementing career decisions--are of central concern to career education.
10. The expertise required for implementing career education exists in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions represent a philosophical base for current career education efforts. Career education makes no pretense of

picturing these assumptions as anything more than the simple beliefs they represent. Certainly, each is debatable and none has sufficient acceptance as yet to be regarded as an educational truism.¹

Teachers, principals, students, and parents recognize a need for what we are now calling "career education". Due to that recognized need and impetus provided by influential educators such as Sidney Marland and Kenneth Hoyt, career education has exploded into both a national thrust supported by Commissioner Bell and a priority area of educational concern in the State of Texas. The 1975-76 operational year is the first year in which federal dollars will be spent demonstrating the viability of career education. Although the concept assumptions presented above are not accepted educational truisms, the career education movement is being afforded a great deal of credibility by many educators.

Career education is a concept with national and state support that will address some of the problems of our educational system by infusing career education concepts into the general education program. It proposes to make the curriculum more unified in meeting the real needs of students. In as much as Garland Independent School District is dedicated to that end, it has recognized the need to initiate and implement a comprehensive career education program. An opportunity has been provided, through the selection of Garland Independent School District as an implementation site in the Region 10 Education Service Center's Phasing In Career Education Systematically (PICES) Project, to gain assistance in implementing career education. Region 10's PICES Project staff will assist Garland Independent School District with systematic processes and techniques designed to incrementally install a K-12 career education program.

This document was developed for the purpose of being used as an administrative guide for the 1975-76 Garland Independent School District Career Education Project.

¹Kenneth B. Hoyt, An Introduction To Career Education: A Policy Paper Of The United States Office Of Education, Washington D. C. Government Printing Office, 1975, p. 10.

II. Project Description

Project Specifications.

Cooperating Agency: Region 10 Education Service Center
400 East Spring Valley Road
Richardson, Texas 75080

Cooperating Consultant: Dr. Bill Smith

Funding Source: Guidelines of P. L. #93-380 (Educational
Amendments 1974-ESEA) through Region 10
ESC's Career Education Project

Operational Year: June 30, 1975 through June 29, 1976

Headquarters: Garland Independent School District
Administration Building
720 Stadium Drive
Garland, Texas 75040
(214) 494-3466

Grade Clusters
Involved: During the 1975-76 school year, all campuses
K-12 will be included in the planning phase.
Selected grade level clusters at the senior
high (9-12) campuses will be involved in the
instructional application phase. Instructional
application will be expanded into grades K-8
after the 1975-76 operational year.

Demographic Data: Number of district teachers 1407
Number of district administrators 38
Number of campuses;
Elementary 31
Jr.H./Mid. School 10
High School 3

District Team: Dr. Eli Douglas, Mr. Phillip Gilbreath,
Superintendent District Coordinator

Dr. Robert Sewell, Assistant Superintendent for
Educational Operations
Mr. H. E. Turrentine, Director of Secondary Operations
Mr. Luke Abbett, Director of Elementary Operations
Mr. J. C. Reed, Director of Vocational Education
Ms. Peggy Bonine, Consultant for Elementary (3-5)
Mr. James Bryant, Consultant for Physical Education (K-12)
Mr. Lester Hickman, Consultant for Science (K-12)
Mrs. Ann Jensen, Consultant for Language Arts (K-12)
Mrs. Judy Knight, Consultant for Homemaking
Mrs. Nancy Ogden, Consultant for Math (K-12)
Mrs. Jane Slack, Consultant for Elementary (K-2)
Mrs. Ardys Barnard, Coordinator of Elementary Music
Mr. Arthur Barnard, Coordinator of Secondary Music
(Campus coordinators for 3 high schools to be selected)

Project Overview.

The purpose of the Garland Independent School District Career Education Project is to improve classroom instruction by implementing activities designed to effect incremental improvements in a K-12 career education program. The project staff in cooperation with the Region 10 Education Service Center's Career Education staff plans to implement two planning systems designed to (1) sequence instruction for specific learner outcomes, and (2) conduct a comprehensive needs assessment for career education prior to any instructional application. Since learner outcomes for career education in the academic classroom have not been identified by the instructional staff and since no data are available that will indicate district needs relative to career education, Garland Independent School District felt it necessary to base instruction on the planning systems mentioned above. The 1975-76 project will (1) implement the planning systems, (2) develop instructional strategies to teach sequenced learner outcomes, (3) pre-test students, (4) teach sequenced learner outcomes in selected classrooms in grades 9-12, (5) document what is taught through a teacher reporting system, (6) post-test students, and (7) review all processes, procedures, and hard data obtained from both the planning system and instructional application phases of the project for the purpose of improving the system prior to district-wide expansion.

Expected Outcomes.

The successful implementation of the activities identified for this project are expected to provide worthwhile outcomes to the district during the 1975-76 operational year. These expected outcomes are:

- . Increased awareness of the concept of career education
- . Increased awareness of implementation strategies for career education
- . Improved understanding of personnel roles and responsibilities for implementing career education
- . Increased awareness of available career education materials
- . Improved in-district communications concerning curriculum for career education
- . Increased understanding of district needs in career education

- . Improved classroom instruction in career education
- . Improved capability to plan and initiate innovative educational programs
- . Increased understanding of ESC services and how these services can be efficiently and effectively used

It should be noted that more fundamental student and institutional outcomes can be expected as a direct result of district-wide expansion of the instructional phase in succeeding years. Global outcomes that can be expected as a result of district involvement in the years ahead may include:

- . Increased relevance of curricula due to curriculum modification
- . Improved instructional techniques and arrangements
- . Increased cooperation and communication among students, faculty, business, and the community
- . Increased student knowledge of career education learner outcomes
- . Increased student knowledge of applicability of academic learner outcomes
- . Decreased student absenteeism
- . Improved student academic skills (i.e., reading, math, etc.)

When listed individually, as above, the outcomes that can be expected as a result of successful implementation of a career education program are impressive. If one considers collectively all possible outcomes they become even more impressive. In a nutshell, the expected outcomes for career education are that every student develop competencies necessary for living and making a living and appropriate attitudes toward work and the worker. Students should become aware of a large number of occupations and careers, be involved in investigation of selected occupations and careers, use this information to make wise choices, and acquire competencies and/or academic background requisite to one or more of them.

Implementation Procedures

As a part of being chosen to participate in the PICES Project through Region 10 Education Service Center, Garland Independent School District committed district time and resources to implementing the activities described in the following paragraphs.

A district coordinator was named for the 1975-76 career education effort. His

first task with the assistance of the Region 10 Career Education Project staff was that of developing the district administrative management plan. One meeting was held at the Service Center for the purpose of describing the year's activities and for beginning the development of the written plan. Follow-up sessions were scheduled as needed with district coordinators from the four PICES districts--Garland, Wilmer-Hutchins, Kaufman, and Royse City. The completed district management plan was submitted to Region 10 for printing and distribution to appropriate district personnel.

Initial orientation meeting(s) for the district team will be scheduled for the months of September and October for the purpose of orienting the team to the concept of career education as well as to planned activities of the project. The district team (see Project Specifications, this section) will provide leadership in developing and implementing the logistical processes of the project.

The planning phase of the project will consist of implementing two identifiable planning systems; namely, the system designed to identify and sequence instruction for specific learner outcomes and the system for conducting a comprehensive needs assessment in career education. These systems are addressed in the following paragraphs.

The process of sequencing learner outcomes will be started sometime in the month of October. It will begin with the district team adopting a definition for career education. A set of 177 basic learner outcomes developed through the Partners In Career Education Project in Arlington, Texas, and adopted by the Texas Education Agency will provide a starting point for the process. Garland teachers, selected from grades K-12, will respond to sequencing instruments which include the district definition of career education, a list of the 177 basic learner outcomes, and appropriate data generated by Partners on each of the outcomes. Teachers will respond by indicating (1) the appropriateness of each learner outcome for Garland Independent School District, (2) the most appropriate grade level(s) to lodge instruction in order

to effect the outcome in students, and (3) the most appropriate subject matter curriculum area/course offering in which to infuse each concept. Respondent input will then be treated through computer analysis, and resulting printouts, containing hard data, will be used by local administrators to make curriculum decisions. After learner outcomes have been identified as appropriate and assigned to a specific grade level and curriculum area, successful instructional application will result in a comprehensive and coordinated effort for career education.

During the second half of the month of October and prior to completing the sequencing effort, a comprehensive needs assessment for career education will be begun. The needs assessment model to be used includes data generated through (1) interviews with local district administrators, (2) surveying a random sample of the instructional staff to determine the types, numbers, and variety of instructional techniques used in teaching career education concepts, (3) assessing student cognitive and affective performances at the 5th, 8th, and 11th grades, and (4) interviewing a random selection of persons in firms or businesses employing a substantial number of Garland high school students and/or graduates in the past five years. The interview sessions will be conducted by Education Service Center (ESC) staff.

Processes, procedures, and instrumentation relative to both the sequencing and needs assessment efforts will be formulated by the ESC staff; however, the district team for career education will be involved in distributing and collecting instrumentation according to the processes and procedures outlined. After sequencing and needs assessment data are collected and treated, the Service Center staff will prepare a final report for both efforts with input from the district team. The results of implementing both planning systems will be used to plan district staff in-service training and to formulate plans for the instructional application phase of the project.

Prior to classroom instruction, clusters of teachers from the grade span 9-12 will be chosen to develop teaching units infusing career education learner outcomes

into the existing curriculum in their respective curriculum area. Release time monies and curriculum writing skills will be provided to cluster teaching personnel by Region 10 ESC. During the same period of time when cluster teaching personnel are preparing for classroom instruction, the district career education team will develop procedures for identifying, identify and catalog community resources, both human and physical, which can be used by cluster teaching personnel during instructional application.

Student gains in both cognition and attitude will be measured in both pre-test and post-test modes with instruments to be selected, revised, or developed by the Region 10 Career Education Project. Learner assessment instruments developed by Partners In Career Education in 1974-75 will be used if appropriate. Student gains in cognition and/or attitude will be considered significant only if they attain the .05 level of confidence, i.e., a 95% certainty that gains were due to the variable introduced. It should be noted that due to the short period of instruction, during the third quarter of the year, significant results will be most difficult to approach. However, it is mandatory that demonstration projects such as this document student gain as evidence of the viability of the career education concept.

During instructional application, cluster teaching personnel will be involved in a reporting system to document what is being done in the classroom. Reporting forms will be developed by ESC personnel and local teachers will complete these forms on a weekly basis during instructional application.

The following chart represents an attempt to provide a visual display of the two major phases of the project; namely, the planning or preparation phase and the instructional application phase.

September (Preparation Phase)	March	(Instructional Application Phase) May
. Management Plan	. Staff Development	
. Sequencing Instructional Staff	. Curriculum Development	
. Needs Assessment Administration Instructional Staff Employers Students		. Student Pre-test Cognition Attitude Achievement Level
		. Instructional Application
		. Student Post Test

Attention to the chart reveals that project objectives will be met when (1) an administrative management plan is written, (2) learner outcomes are sequenced by grade level and subject area (K-12), (3) needs relative to career education are assessed, (4) selected teachers are prepared to infuse career education into their curriculum, (5) curriculum has been written around selected learner outcomes and, (6) pre-tests and post-tests have been administered before and after instructional application.

In addition to the implementation procedures and activities described above, the processes and strategies used during this year will be documented in the form of a procedural handbook which will be shared with educators across the United States and throughout the State of Texas.

III. ACTIVITY TIME LINE

The major activities, for which Garland I.S.D. personnel will have responsibility, have been entered on a time line below. It is the intent of the Garland I.S.D. administrative staff to complete each task on time.

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Develop G.I.S.D. Administrative Management Plan.	District Coord.	4--11									
Submit management plan to E.S.C. for printing.	District Coord.	12									
Prepare a list by campus of teaching personnel by grade and subject to E.S.C.	District Coord.	5---22									
Choose district team members and submit list with telephone numbers and addresses to E.S.C.	District Coord. E.S.C.	5-----30									
Identify employers and administrators for needs assessment interview.	Dist Coord. L.E.A. Personnel	5-----9									
Schedule and coordinate interviews with administrators and employers.	District Coord.		10-----14								
Meet with E.S.C. to choose teachers for sequencing instrument.	District Coord.	15--26									
Schedule sessions with teachers to respond to sequencing instrument.	District Coord.		13-27								
Develop logistical procedure for distributing, administering, and collecting student and teacher needs assessment instruments.	District Coord.	15--26									
				(11)							

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Develop and coordinate procedures to identify and catalog <u>human resources</u> and possible field trip sites.	District Coor.		1-----				27				
Analyze all needs assessment and sequencing treated data.	District Coor. E.S.C. Staff		15-----	26							
Identify and select cluster teaching personnel and conduct initial meeting.	Administration E.S.C. Staff		22-----		5						
Review final report(s) on needs assessment and sequencing efforts.	District Coor.			17-----	19						
Schedule pretest teacher orientation.	District Coor.						23-27				
Schedule and coordinate teacher reporting system orientation sessions.	District Coor. E.S.C. Staff						23-27				
Administer pretest.	Cluster Teaching Personnel							1-5			
Monitor teacher reporting system collect reports on weekly basis and submit to E.S.C.	District Coor.							8-----		7	
Administer post-test.	Cluster Teaching Personnel									10-14	
					(12)						

DISTRICT ADMINISTRATIVE MANAGEMENT PLAN

FOR

CAREER EDUCATION PROJECT

1975-76

A PICES PROJECT PROVIDED THROUGH REGION 10 ESC AND THE
UNITED STATES OFFICE OF EDUCATION

JULY, 1975

KAUFMAN INDEPENDENT SCHOOL DISTRICT

KAUFMAN, TEXAS

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I. INTRODUCTION

According to Associate Commissioner Kenneth B. Hoyt of the Office of Education of the United States:

Career education represents the total effort of public education and the community to help all individuals become familiar with the value of a work oriented society, to integrate those values into the personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual.¹

Career education must be seen as a reinforcing, elemental focus for all facets of American education, rather than the addition of "another class". Career education involves bringing together the sundry parts of the educational program, while not building up any one academic area over another.

In 1972 the Texas Education Agency selected career education as one of the statewide priority areas of concern. In April of 1973, the Agency reaffirmed the importance of career education by selecting it as one of the three top priorities for special attention.

The Kaufman Independent School District has chosen to participate in this project because of its belief in the excellent opportunity offered by career education to make education more meaningful for the students of the various communities served by the district.

This document was developed to be used as an administrative guide for the Kaufman career education team members. This guide: (1) serves as a planning framework to define the necessary activities of the project, (2) provides a highly effective means of communications about career education and (3) guides the district coordinator through the various implementation activities.

¹James E. Bottoms, et al, Career Education Resource Guide, General Learning Corporation (1972), p. 5-6.

II. PROJECT DESCRIPTION

Project Specifications

The Kaufman Independent School District will be working in cooperation with the Education Service Center, Region 10, on Phasing In Career Education Systematically (PICES) which has been funded by the United States Office of Education from June 30, 1975, through June 29, 1976. The district's headquarters is the Lucille Nash Elementary School, County Farm Road, Kaufman, Texas, 75142.

The members of the project staff include: James R. Phillips, Superintendent, Sam R. Burnes, District Coordinator, Dorothy Kerr, Coordinator for the Kaufman Elementary School; Misouria Arnold, coordinator for the Lucille Nash Elementary School; Janice Burnes, Coordinator for the Kaufman Intermediate School; Malda Hanna, Coordinator for the Kaufman High School.

Grades three (3), four (4), and five (5) are located in the Lucille Nash Elementary School, and will be involved in the instructional implementation phase of the project this operational year.

The basic rationale of PICES is based on the need to relieve local personnel from a "ground level" development of systematic processes, techniques and materials necessary to effect a career education program, K-12.

Synopsis

The basic components of a systematic and sequential career education program include:

- . A well planned and executed needs assessment in order to determine student and institutional career education needs.
- . Basic career education learner outcomes sequenced by grade levels and subject areas.
- . Data generated in these two processes forms the basis for a program of staff development and the designing of instructional approaches to teach career education learner outcomes.

During the spring semester 1976, in grade levels 3-5, students will be pre-tested, career education instructional strategies addressing identified learner outcomes will be implemented, student post-tests will be administered and the planning systems and implementation strategies used will be documented. Throughout the project, technical assistance in implementing the planning systems, training staff and developing instructional strategies will be provided by the Region 10 Career Education staff. Ann Yates is the contact person with Region 10 ESC for Kaufman ISD.

Expected Outcomes for the Kaufman ISD

- . Increased awareness of the concept of career education for all district personnel.
- . Increased awareness of implementation strategies for career education.
- . Improved understanding of personnel roles and responsibilities for implementing career education.
- . Increased awareness of available career education materials.
- . Improved in-district communications concerning curriculum for career education.
- . Increased understanding of district needs in career education.
- . Improved classroom instruction in career education.
- . Improved capability to plan and initiate innovative educational programs.
- . Increased understanding of ESC services and how these services can be efficiently and effectively used.

Implementation Procedures

- . The District Coordinator will compile a list of district career education team members by September 8, 1975, and will notify the Education Service Center of their names, addresses and telephone numbers.
- . The District Coordinator will submit a list of teaching personnel with grade levels and teaching assignments to the Region 10 staff by September 22, 1975.
- . The District Coordinator, with the guidance of the Region 10 staff, will identify employers and district administrators for needs assessment interviews by October 9, 1975.

- . The District Coordinator will arrange a schedule for administrator/ employer needs assessment interviews with the Education Service Center staff and inform the PICES staff of this schedule by October 9, 1975.
- . The District Coordinator will submit the completed management plan to Region 10 for printing by September 12, 1975.
- . The District Coordinator will meet with Region 10 staff to choose groups of teachers to respond to the sequencing instrument during the period of September 15 through September 26, 1975.
- . The District Coordinator will schedule and coordinate sessions with selected district teachers to allow these teachers to respond to the sequencing instrument during the period of October 13 through 27, 1975.
- . The District Coordinator will develop logistical procedures for distributing, administering and collecting student and teacher needs assessment instruments during the period of September 15 through September 26, 1975.
- . The District Coordinator, with the guidance of the Region 10 staff, will develop and coordinate procedures to identify and catalog human resources and any possible field trips sites which may relate to the PICES effort during the period of October 1 through February 27, 1976.
- . The District Coordinator, in cooperation with the PICES staff, will analyze all needs assessment and sequencing treated data during the period of October 15 through November 26, 1975.
- . The Kaufman Independent School District administrators, in coordination with the PICES staff will identify and select specific cluster teaching personnel during the period October 22 through December 5, 1975.
- . The District Coordinator consulting with the PICES staff will schedule a career education orientation for cluster teacher personnel. At this meeting, a pretest of teacher awareness of career education concepts will be given. This meeting will be scheduled during the period from October 23 through December 15, 1975.
- . The District Coordinator will review final reports from the needs assessment and sequencing efforts during the time period from November 17 through December 19, 1975.
- . The District Coordinator will schedule a "student pretest" teacher orientation to be given by the PICES staff during the period February 23 through 27, 1976.
- . The District Coordinator will schedule and coordinate, in conjunction with the PICES staff, teacher reporting orientation sessions during the period of February 23 through 27, 1976.
- . The cluster teaching personnel will administer the student pretest during the period March 8 through 12, 1976.
- . The District Coordinator will monitor teacher reporting systems, collect reports on a weekly basis, and submit to Region 10 PICES staff during the period from March 8 through May 7, 1976.

- . The cluster teaching personnel will administer the student post-test during the period May 10 through 14, 1976.

III. ACTIVITY TIME LINE

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Choose district career education team members and notify ESC of names, addresses, and telephone numbers.	Dist. Coor.	8									
Prepare a list of teaching personnel with grade levels and subject area assignments and submit to Region 10 staff.	Dist. Coor.	5----22									
Identify employers and district administrators for needs assessment interviews.	Dist. Coor./LEA	5-----9									
Schedule administrative/employer needs assessment interviews and inform ESC.	Dist. Coor.	12-----9									
Submit completed management plan to Region 10 for printing.	Dist. Coor.	12									
Meet with Region 10 staff relative to choosing groups of teachers to respond to sequencing instrument.	Dist. Coor.	15-26									
Schedule and coordinate session(s) with teachers to respond to sequencing instrument.	Dist. Coor.		13-27								
Develop logistical procedures for distributing, administering, and collecting student and teacher needs assessment instruments.	Dist. Coor.	15-26									
Leadership Training Meeting in Career Education.	ESC Staff	17									

Activity	Responsibility	Month									
		Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Develop and coordinate procedures to identify and catalog human resources and possible field trip sites for career education efforts.	Dist. Coord./ ESC Staff		1-----				27				
Inter-Regional Career Education Meeting/Fort Worth			1								
Analyze all needs assessment and sequencing treated data.	Dist. Coord./ ESC Staff		15-----	26							
Identify and select cluster teaching personnel.	Kaufman ISD Adm./ ESC Staff		22-----	5							
Schedule initial orientation for cluster teacher personnel. Pretest of teacher awareness, Career Education Overview.	Dist. Coord./ ESC Staff			23-----	15						
Review final reports on needs assessment sequencing efforts.	Dist. Coord.			17-----	19						
Schedule student pretest teacher orientation meeting which includes teacher-reporting system information.	Dist. Coord.						23-27				
Schedule and coordinate teacher reporting orientation sessions.	Dist. Coord.						23-27				
Administer pretests students.	Cluster Teaching Personnel						8-12				
				-7-							

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Monitor teacher reporting system; collect reports on a weekly basis and submit to Region 10 staff.	Dist. Coord.							8-----	-----	7	
Administer post-test to students.	Cluster Teaching Personnel									10-14	

MANAGEMENT PLAN
FOR
PICES
(Phasing In Career Education Systematically Project)

1975-76

In Cooperation With
Region 10 Education Service Center

ROYSE CITY INDEPENDENT SCHOOL DISTRICT

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RATIONALE

Career education has recently emerged as a very necessary and powerful theory of educational reform. The State Education Commissioner has encouraged local school districts to implement career education K-12 for all students and in all programs. The United States Office of Education has expressed that career education be given a high priority nationally. Career education seeks to prepare all students for productive, personally rewarding roles in the world of work. It is a comprehensive (K-12) organized instructional program which will involve all teachers, administrators, and support personnel.

The Royse City Independent School District has chosen to participate in the Phasing In Career Education Systematically (PICES) Project of Region 10 Education Service Center as its personnel believes that career education offers an excellent opportunity to provide students with a meaningful educational experience. This document presents a description of the career education project in Royse City. It has been developed for the purpose of being used as a tool for the 1975-76 school year.

1. Project Description

Project Specifications

Funding Agency: United States Office of Education

Funding Source: Guidelines of Public Law #93-380
(Educational Amendments 1974-ESEA)

Operational Year: June 30, 1975 through June 29, 1976

Headquarters: Royse City Independent School District
P.O. Box 479
Royse City, Texas
(214) 635-2411

Career Education Project Staff: Jim Holt, Superintendent
Walter Bell, District Coordinator
Jerry Hollon, Secondary Coordinator
Don Davenport, Elementary Coordinator

Grade Clusters: During the 1975-75 school year all campuses, K-12, will be included in the planning phase. Grades 6, 7, and 8 will be involved in the instructional application phase.

Cooperating Agency: Career Education Project
Region 10 Education Service Center
400 East Spring Valley Road
Richardson, Texas 75080
Roxy Smarzik, Contact person

Project Synopsis

The primary thrust of the Royse City career education project is a planned K-12 career education program that will be both efficient and effective in providing all students better skills and attitudes with which to compete in the world of work. A planning phase involving a needs assessment and a process to sequence basic learner outcomes for career education will be conducted by all school district personnel. Those teachers in the grade cluster 6-8 will participate in the instructional application phase to develop strategies to teach sequenced learner outcomes in their subject areas. The students involved will be pre and

post tested, and the effectiveness of the planning systems and implementation strategies will be documented.

It is anticipated that the following changes will take place as a result of the career education project; (1) a closer relationship between school, community, and students, (2) a more relevant curriculum, (3) a more meaningful teaching experience, (4) improved relationship between teacher and students which will facilitate improved classroom discipline.

II. Expected Outcomes

The following outcomes are expected to be fulfilled after the comprehensive career education program has been totally implemented.

1. Expected outcomes for students:

- . Increased awareness of occupational information
- . Improved decision making skills
- . Increased understanding of job acquisition and retention skills
- . Improved attitude toward work
- . Increased awareness of self
- . Improved skills in human relationships
- . Better understanding of responsibilities to self, work and society
- . Increased awareness of economic factors influencing career opportunities
- . Improved understanding of the relationship of education and the world of work
- . Increased skills in academic areas

2. Expected outcomes for teachers:

- . Increased awareness of the concept of career education
- . Improved understanding of personnel roles and responsibilities for implementing career education
- . Increased awareness of accepted implementation strategies for career education
- . Improved awareness of available career education materials
- . Increased understanding of community needs in career education
- . Improved teaching capability

3. Expected outcomes for administrators:

- . Increased awareness of the concept of career education
- . Improved understanding of personnel roles and responsibilities for implementing career education

- . Increased awareness of accepted implementation strategies for career education
- . Improved in-district communications concerning curriculum for career education
- . Increased understanding of district and community needs in career education
- . Improved capability for planning and implementing a career education program

4. Expected outcomes for the community

- . Increased awareness of the concept of career education
- . A closer relationship between the community and school
- . Increased involvement in school programs

III. Implementation Procedures

In order to meet the objectives of the project in a timely and orderly fashion, the following procedures will be implemented:

- . The district coordinator will develop a district management plan and will submit it to Region 10 by September 12, 1975.
- . The district coordinator will select the career education team members by September 11, 1975.
- . The district coordinator will prepare a list of teaching personnel with grade level and subject area assignment and will submit it to the Region 10 Career Education Project staff by September 11, 1975.
- . The district coordinator with the assistance of the career education team will identify employers and district administrators for needs assessment interviews during the period of September 5 through October 9, 1975.
- . The district coordinator will meet with the career education project staff at Region 10 to choose teachers to respond to the sequencing instrument during the period of September 15 through September 26, 1975.
- . The district coordinator will develop logistical procedures for distributing, administering, and collecting students and teachers' needs assessment instruments during the period of September 15 through September 26, 1975.
- . The district coordinator, with the guidance of the Region 10 staff, will develop and coordinate procedures to identify and catalog human resources and possible field trip sites for the career education effort during the period of October 1 through February 26, 1975.
- . The district coordinator will schedule and coordinate interviews with administrators and employers during the period of October 10 through November 14, 1975.
- . The district coordinator will schedule and coordinate sessions with teachers to respond to the sequencing instrument during the period of October 15 through November 26, 1975.
- . The district coordinator, in cooperation with Region 10 staff, will analyze all needs assessment and sequencing treated data during the period of October 15 through November 26, 1975.

- . The district coordinator, with the assistance of the Region 10 staff, will conduct an initial meeting with cluster teaching personnel during the period of December 8 through December 15, 1975.
- . The district coordinator will review the final reports on the needs assessment and sequencing efforts during the period of November 17 through December 19, 1975.
- . The district coordinator will schedule a pre-test teacher orientation during the period of February 23 through February 27, 1976.
- . The district coordinator, with the assistance of the Region 10 staff, will schedule and coordinate teacher reporting system orientation sessions during the period of February 23 through February 27, 1976.
- . The cluster teaching personnel will administer the student post-test during the period of March 1 through March 5, 1976.
- . The district coordinator will monitor the teacher reporting system; collect reports on a weekly basis during the period of March 8, through May 7, 1976.
- . The cluster teaching personnel will administer the student post-test during the period of May 10 through May 14, 1976.

IV. ACTIVITY TIME LINE
PICES

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Develop district administrative management plan.	District Coordinator	4----11									
Choose district career education team members.	Dist. Coordinator Region 10 Staff	11									
Prepare a list of teaching personnel with grade level and subject area assignment and submit to Region 10 staff.	District Coordinator	5---10									
Identify employers and district administrators for needs assessment interviews.	Dist. Coordinator LEA Personnel	5-----9									
Submit completed management plan to Region 10 for printing.	District Coordinator	12									
Meet with Region 10 staff relative to choosing groups of teachers to respond to sequencing instrument.	District Coordinator	15---26									
Develop logistical procedures for distributing, administering, and collecting student and teacher needs assessment instruments.	District Coordinator	15---26									
Develop and coordinate procedures to identify and catalog human resources and possible field trip sites for career education effort.	District Coordinator Region 10 Staff		1-----27								
Schedule and coordinate interviews with administrators and employers.	District Coordinator		10-----14								
Schedule and coordinate session(s) with teachers to respond to sequencing instrument	District Coordinator		13--27								
				(6)							

Activity Time Line (con't)
PICES
Page 2

Activity	Responsibility	Sept. 1975	Oct. 1975	Nov. 1975	Dec. 1975	Jan. 1976	Feb. 1976	March 1976	April 1976	May 1976	June 1976
Analyze all needs assessment and sequencing treated data.	Dist. Coordinator Region 10 Staff		15-----26								
Identify and select cluster teaching personnel.	Administration Region 10 Staff		22-----5								
Conduct initial meeting with cluster teaching personnel.	Dist. Coordinator Region 10 Staff				8---15						
Review final report(s) on needs assessment and sequencing efforts.	District Coordinator			15-----19							
Schedule pre-test teacher orientation.	District Coordinator						23-27				
Schedule and coordinate teacher reporting system orientation sessions.	Dist. Coordinator Region 10 Staff						23-27				
Administer pre-test.	Cluster Teaching Personnel							1--5			
Monitor teacher reporting system; collect reports on a weekly basis and submit to Region 10 staff.	District Coordinator							8-----7			
Administer post-test.	Cluster Teaching Personnel									10--14	

DISTRICT ADMINISTRATIVE MANAGEMENT PLAN

FOR

CAREER EDUCATION PROJECT

1975-76

A PICES PROJECT PROVIDED THROUGH REGION 10 ESC AND THE
UNITED STATES OFFICE OF EDUCATION

JULY, 1975

WILMER-HUTCHINS INDEPENDENT SCHOOL DISTRICT
DALLAS, TEXAS

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I. INTRODUCTION

American education is in need of major reform at all levels. Criticism comes from students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. Many persons leave school lacking the basic academic skills needed to live adequately in today's world. Many students fail to see how school work can transfer to the real world and become disinterested. The educational system today best meets the needs of the minority of students who will enter college ignoring the many who will never be college graduates. A vast majority of students leave school ill equipped to live in the world whether on a job or at leisure.

Career education is one response to today's educational needs. It centers on the relationship of education to the lifestyles of individuals. Career education strives to broaden a student's potential by opening his eyes first to his own capabilities, talents and skills and then to the varied opportunities which the world of work and leisure offer. It strives to teach attitudes and skills necessary to recognize the possibilities and ways to attain life time goals.

Ken Hoyt, USOE associate commissioner of education-career education, defines career education as "the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society; to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

The Wilmer-Hutchins I.S.D. is committed to providing the best possible education for its pupils. By infusing career education into the curriculum, we believe our efforts will be enhanced to make subject matter relevant to

the work and leisure world students live in. Through establishing a comprehensive K-12 program which integrates career education concepts in all subject areas, it is our hope that the criticisms aimed at American education will be removed from our school district.

This document was prepared to serve as an administrative guide for initiating a career education program in the Wilmer-Hutchins I.S.D. and a communication tool for local administrators, community, and other persons interested in an innovative district-wide career education program.

II. PROJECT DESCRIPTION

Project Specification

Funding Agency: U.S. Office of Education

Funding Source: Guidelines of P.L. #93-380 (Educational Amendments 1974-ESEA)

Operational Year: June 30, 1975, through June 29, 1976

Headquarters: Administration Building
3820 E. Illinois Avenue
Dallas, Texas 75216

Career Education
Project Staff: District Coordinator: Charles E. Johnson
Campus Coordinators:
High School-Ora Watkins
Junior High-Annie Lee
Bishop Heights-Terry McPhail
Alta Mesa-Ruth Duncan
Mamie White-Peggy Reeves
Wilmer-Jewel Malone
Hutchins-Jennifer Colbert, Shirley Cheek

Project Overview

The Wilmer-Hutchins School District is in the process of developing a comprehensive K-12 career education program. During the 1975-76 school year, the district will establish the career education conceptual framework, determine pupil and staff needs, develop career education curriculum and broaden teacher techniques. The instructional application phase of the program will be begun in K-3 during the spring of 1976. Within the next two years, the instructional phase of the program will be expanded to include all grades K-12.

Expected Outcomes

Learner outcomes during the 1975-76 school year will be limited due to the fact that the program will be in its infant stages and most efforts by the district and campus coordinators, as well as other personnel will be in the area of preparing a management plan, sequencing, and assessing needs. The

instructional phase of the program will begin in the spring.

The following list of outcomes will be accomplished realistically after the initial project year:

Teacher Outcomes:

- . Increased awareness of career education concepts.
- . Use of a greater variety of teacher techniques.
- . Acquisition and utilization of techniques that will make subject matter more relevant to the work world.
- . Improved classroom instruction in career education.
- . Improved capability to plan and initiate innovative educational programs.
- . Increased awareness of available career education materials.
- . Increased understanding of district needs in career education.

Student Outcomes:

- . Acquisition of the basic academic skills necessary for successful living.
- . Increased awareness of the variety of jobs available.
- . Increased knowledge of the variety and degree of skills one must possess to efficiently perform a certain job.
- . Clearer understanding of personal career goals.
- . Identification of career directions which are available, such as:
 - Preparation for immediate employment after secondary school.
 - Entry into a trade or technical school for advanced skill training.
 - Entry into a college or university for specialized training in an area requiring a degree.
 - Opportunity to follow other directions.
- . Identification of sources which will help in forecasting the demand for career choices on the community, state, and national level.
- . Full development of a desire to work for personal satisfaction and independence.
- . Acquisition of the attitudes needed to secure a job, remain employed, and advance in the world of work.
- . Greater understanding of socio-economic factors and community organization effecting the world of work.

Implementation Procedures

The Wilmer-Hutchins Career Education Program for the 1975-76 school year will establish a conceptual framework by sequencing the "basic learner outcomes for career education" developed by the Texas Education Agency.

Selected administrative and instructional personnel will be utilized to choose appropriate learner outcomes for the district's students and to determine in what grade level and subject area the outcomes will be taught.

The districts needs will be determined by soliciting input from community businesses, school administrators, teachers, and students. Instruments to be used in assessing needs were developed by Region 10 E.S.C. personnel. In addition to developing the instruments, Region 10 personnel will also conduct interviews of community business leaders and district's administrators.

The district's coordinators and career education team will distribute and collect the needs assessment instruments used with randomly selected teachers in the district. The student assessment instrument will be administered by teachers selected from grades five, eight, and eleven. All assessment and sequencing data will be treated by the Region 10 computer department and analyzed by the Region 10 career education staff, the district's coordinator, and selected team members.

The present curriculum in grades K-3 at Hutchins Elementary school will be enriched by helping selected teachers integrate career education ideas and concepts into their lesson plans.

Staff development opportunities will be available for K-3 teachers during the instructional phase of the program for the 1975-76 school year. The purpose of this in-service program is to make the teachers aware of career education concepts, develop skill in curriculum writing, and create an awareness of

additional techniques useful in teaching career education.

The project will be evaluated by administering pre/post tests to teachers and students developed by Region 10 personnel. The data collected by these instruments as well as the information collected from the teacher reporting system will be analyzed by the Region E.S.C. and a final report submitted to the district administration.

III. ACTIVITY TIME LINE

ACTIVITIES	RESPONSIBILITIES	DATES
Develop District Administrative Management Plan.	District Coordinator and submit to Region 10	September 11, 1975
Choose District Career Education Team Members.	District Coordinator and Region 10 Staff.	September 30, 1975
Prepare a list of teaching personnel with grade level and subject area assignment and submit to Region 10.	District Coordinator	September 22, 1975
Submit list of career education team members with telephone numbers and addresses to Region 10 Staff.	District Coordinator	October 1, 1975
Meet with Region 10 Staff relative to choosing groups of teachers to respond to sequencing instrument.	District Coordinator	September 15 to September 26, 1975
Schedule and coordinate interviews with administrators and employers.	District Coordinator	October 10 to November 14, 1975
Identify employers and district administrators for needs assessment interviews.	District Coordinator LEA Personnel	October 9, 1975
Schedule and coordinate session(s) with teachers to respond to sequencing instruments.	District Coordinator	October 13 to October 27, 1975

ACTIVITIES	RESPONSIBILITIES	DATE
Develop logistical procedures for distributing, administering, and collecting student and teacher needs assessment instrument.	District Coordinator	September 26, 1975
Develop and coordinate procedures to identify and catalog human resources and possible field trip sites for career education effort.	District Coordinator	October 1 to February 27, 1976
Analyze all needs assessment and sequencing treated data.	District Coordinator Region 10 Staff	October 15 to November 26, 1975
Identify and select cluster teaching personnel-conduct initial meeting.	Administration Region 10 Staff	December 5, 1975
Review final report(s) on needs assessment and sequencing efforts.	District Coordinator	December 19, 1975
Schedule pre-test teacher orientation.	District Coordinator	February 23 to February 27, 1976
Schedule staff development sessions as needed to implement classroom instruction.	District Coordinator Region 10 Staff	February 27 to May 14, 1976

APPENDIX C

REVISED NEEDS ASSESSMENT ACTIVITY TIMELINE

NEEDS ASSESSMENT TEACHER INVENTORY

GUIDE FOR INTERVIEWING ADMINISTRATIVE PERSONNEL

GUIDE FOR INTERVIEWING EMPLOYERS

NEEDS ASSESSMENT TEACHER PERCEPTIONS OF
FIFTH GRADE STUDENTS

CAREER EDUCATION MEASUREMENT SERIES SURVEY

ABSTRACT OF COMPREHENSIVE NEEDS ASSESSMENT EFFORT

REVISED NEEDS ASSESSMENT ACTIVITY TIMELINE

DISTRICT _____

	ACTIVITY NUMBER	ACTIVITY	TARGET COMPLETION DATE	DATE COMPLETED
ADMIN.	1	Schedule one-hour administrator interview sessions	October 24	_____
	5	Interview administrators	November 7	_____
	8	Analyze administrator's interview data by district (w/PERD)	November 14	_____
EMPLOYER	2	Review criteria for selection of employers with district coordinator	October 24	_____
	6	Select/Contact/Schedule interviews with employers	November 7	_____
	10	Interview employers	November 19	_____
	12	Analyze employer's interview data by district (w/PERD)	November 26	_____
TEACHER	3	Select teachers for teacher assessment	October 31	_____
	7	Distribute and collect completed teacher assessment instruments	November 12	_____
	13	Key punch and computer treat teacher assessment data	November 26	_____
	14	Compile teacher assessment raw data on summary forms	December 3	_____

DISTRICT _____

CAREER EDUCATION NEEDS ASSESSMENT
TEACHER INVENTORY

[1]	[3]	[4]	[6]
Dist.		Campus	
FOR OFFICE USE ONLY			

To The Teacher: Our school district is presently involved in a comprehensive needs assessment relative to career education. One aspect of the effort is the securing of information from instructional staff members. This instrument is presented in four parts. You are requested to complete each part as per the directions and return the instrument in keeping with the procedures and timelines as indicated in the attached letter. Your frank and candid input is extremely important for the success of the project and will be greatly appreciated. Anonymity of individual responses will be maintained.

In the two blocks provided immediately below please enter your present grade level assignment. If you teach at more than one grade level, select the one grade level for which you would like to respond.

[7]	[8]

Enter Grade Level Assignment

PART I: PERCEPTIONS OF CAREER EDUCATION

Directions:

This section presents seventeen statements concerning teacher knowledge and understanding relative to career education. Please read each statement carefully. Indicate your perceived level of knowledge or understanding by circling the number of your choice on the scale to the right. Circle only one number for each statement.

STATEMENT		RESPONSE				
		High				Low
1. My understanding of career education in general is:	[9]	5	4	3	2	1
2. My understanding of the local district's philosophy for career education is:	[10]	5	4	3	2	1
3. My understanding of my role in career education is:	[11]	5	4	3	2	1
4. My understanding of the specific career education concepts that I should be teaching is:	[12]	5	4	3	2	1
5. My knowledge of what teachers above and below my instructional level are doing with career education concepts is:	[13]	5	4	3	2	1

STATEMENT		RESPONSE				
		High 5	4	3	2	Low 1
6. My knowledge of what other teachers on my instructional level are doing with career education concepts is:	[14]	5	4	3	2	1
7. My understanding of how to infuse career education concepts into the subject matter I teach is:	[15]	5	4	3	2	1
8. My knowledge of specific career education instructional materials for my teaching is:	[16]	5	4	3	2	1
9. My understanding of how to obtain career education instructional materials for my teaching is:	[17]	5	4	3	2	1
10. My knowledge of persons in the community who would serve as resource people in career education is:	[18]	5	4	3	2	1
11. My understanding of the procedures for securing resource people in career education is:	[19]	5	4	3	2	1
12. My understanding of how to use a variety of instructional techniques in teaching career education is:	[20]	5	4	3	2	1
13. My knowledge of sites for class field trips in career education is:	[21]	5	4	3	2	1
14. My understanding of the local district's procedures for taking a field trip is:	[22]	5	4	3	2	1
15. My knowledge of the status of career education on the local, state, and national levels is:	[23]	5	4	3	2	1
16. My understanding of the rationale that supports career education is:	[24]	5	4	3	2	1
17. My knowledge of the roles and responsibilities of other local educators in our career education effort is:	[25]	5	4	3	2	1

PART II: TEACHING/LEARNING ACTIVITIES

Directions: Twenty-three (23) teaching/learning techniques are listed below. Read each and indicate the regularity with which you use the techniques in a typical school year by circling the number of your choice at the right.

INSTRUCTIONAL TECHNIQUE		RESPONSE				
		Daily	Weekly	Monthly	Yearly	Never
1. Interviews	[26]	5	4	3	2	1
2. Skits or plays	[27]	5	4	3	2	1
3. Theme writing or creative writing	[28]	5	4	3	2	1
4. Bulletin boards	[29]	5	4	3	2	1
5. Debates	[30]	5	4	3	2	1
6. Oral reports	[31]	5	4	3	2	1
7. Newspapers (articles or advertisements)	[32]	5	4	3	2	1
8. Field trips	[33]	5	4	3	2	1
9. Exhibits or displays	[34]	5	4	3	2	1
10. Role plays, simulations, or pantomimes	[35]	5	4	3	2	1
11. Resource persons	[36]	5	4	3	2	1
12. Games	[37]	5	4	3	2	1
13. Storytelling	[38]	5	4	3	2	1
14. Demonstrations	[39]	5	4	3	2	1
15. Radio and television programs	[40]	5	4	3	2	1
16. Chalktalks	[41]	5	4	3	2	1
17. Scrapbooks	[42]	5	4	3	2	1
18. Lectures	[43]	5	4	3	2	1
19. Workbooks or skill sheets	[44]	5	4	3	2	1
20. Discussions (large groups, small group, or panel)	[45]	5	4	3	2	1
21. Instructional materials obtained through the Region 10 Education Service Center	[46]	5	4	3	2	1
22. Instructional materials available in local district	[47]	5	4	3	2	1
23. Participation in school assembly programs for career education	[48]	5	4	3	2	1

PART III: INSTRUCTIONAL ATTENTION PROVIDED LEARNER OUTCOMES

Overview: Below are listed 177 learner outcomes for career education as identified by the Texas Education Agency. Aligned at the left of each learner outcome is a chart showing the grade levels at which learner outcomes should be taught as determined by teachers in our district.

Directions: (1) Locate your present grade level assignment in the GRADE LEVEL MATRIX presented on the left. If you teach at more than one grade level, select the one grade level for which you would like to respond. After identifying a grade level, place a check mark over the number representing that grade level in the GRADE LEVEL MATRIX. You will respond to each learner outcome having an "X" in your identified grade level.

(2) Read the first learner outcome with an "X" in the column of the grade level you have marked.

(3) Decide how much attention you feel you are providing this learner outcome through your existing instructional activities. Then, circle the number to the right of the learner outcome that best describes the degree of instructional attention you are presently giving this learner outcome.

(4) Repeat this process for each learner outcome with an "X" in the grade level column you checked.

GRADE LEVEL MATRIX													DEGREE OF INSTRUCTIONAL ATTENTION						
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME	Extensive	Moderate	None			
		X					X		X				1.01 Ability to define the term "goal".	[49]	5	4	3	2	1
				X			X				X		1.02 Ability to apply decision-making steps to solving personal problems and career choice.	[50]	5	4	3	2	1
					X				X	X			1.03 Ability to understand the necessity for having a satisfying job when setting his career goal.	[51]	5	4	3	2	1
					X			X				X	1.04 Ability to understand that he will work better when he accurately matches his personal goals with his career choice.	[52]	5	4	3	2	1
					X			X		X			1.05 Ability to identify career directions which are available to him.	[53]	5	4	3	2	1

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ADE EL RIX												DEGREE OF INSTRUCTIONAL ATTENTION							
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME	Extensive	Moderate	None			
								X	X			X	1.06 Ability to identify sources to help in forecasting demand for career choices.	[54]	5	4	3	2	1
							X			X		X	1.07 Ability to use own resourcefulness to solve personal problems related to his career choice.	[55]	5	4	3	2	1
			X	X					X				1.08 Realization that he will benefit from talking to parents, friends, neighbors about jobs.	[56]	5	4	3	2	1
			X							X		X	1.09 Ability to make purchases only after he is able to pay, and therefore does not damage credit.	[57]	5	4	3	2	1
					X		X	X					1.10 Realization that he can request assistance from others and use sources of information.	[58]	5	4	3	2	1
								X		X		X	1.11 Understanding that assistance for financial aid could be secured through counselors.	[59]	5	4	3	2	1
			X		X				X				1.12 Realization that many factors determine lifestyle such as income, culture, value system and career.	[60]	5	4	3	2	1
					X		X			X			2.01 Derives benefit from talking with qualified people working in areas of interest to student.	[61]	5	4	3	2	1
							X			X	X		2.02 Seek out knowledge about supply and demand for occupations before making choice.	[62]	5	4	3	2	1

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RADL VEL TRI												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME					Extensive	Moderate	None
		X		X			X						4.01 Be concerned with concept of quality in relation to a task or job.	[12]	5	4	3	2	1	
X						X		X					4.02 Possess positive attitude toward his quality of work in given area displaying enriched self-concept.	[13]	5	4	3	2	1	
				X			X		X				4.03 Recognizes attitudes toward work are formed from various sources.	[14]	5	4	3	2	1	
X				X					X				4.04 Student should want to work for personal satisfaction and independence.	[15]	5	4	3	2	1	
	X			X			X						4.05 Student should understand importance of staying with task until completion.	[16]	5	4	3	2	1	
		X				X		X					4.06 Understanding satisfaction of how a specific task relates to finished product.	[17]	5	4	3	2	1	
X				X			X						4.07 Display awareness of need to experience personal satisfaction through own accomplishments.	[18]	5	4	3	2	1	
X				X					X				4.08 Display pride in his work and work products.	[19]	5	4	3	2	1	
		X		X				X					4.09 Ability to give example of personal satisfaction of job well done rather than supervisor's approval.	[20]	5	4	3	2	1	
			X			X		X					4.10 Understand importance of being consistent and persistent.	[21]	5	4	3	2	1	
X				X			X						4.11 Realization that work has dignity.	[22]	5	4	3	2	1	

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GRADE LEVEL MATRIX

K	1	2	3	4	5	6	7	8	9	10	11	12
								X	X		X	
					X		X			X		
						X			X	X		
								X	X		X	
					X				X	X		
X								X			X	
									X	X		X
			X		X						X	
								X		X	X	
								X	X		X	
					X			X	X			

LEARNER OUTCOME

DEGREE OF INSTRUCTIONAL ATTENTION
Extensive Moderate None

2.03	Ability to describe worker qualifications for specific jobs related to his particular choice of career direction	[63]	5	4	3	2	1
2.04	Ability to identify job categories in which he has interest.	[64]	5	4	3	2	1
2.05	Ability to identify and locate information about jobs.	[65]	5	4	3	2	1
2.06	Realize employment worker benefits available.	[66]	5	4	3	2	1
2.07	Understanding of job characteristics	[67]	5	4	3	2	1
2.08	Understanding of time clocks and their use.	[68]	5	4	3	2	1
2.09	Using own career choice, student should have knowledge of entry skills and qualifications for advancement.	[69]	5	4	3	2	1
2.10	Be aware of various jobs he can have with same skills.	[70]	5	4	3	2	1
2.11	Ability to find and talk to people who work in his career field.	[71]	5	4	3	2	1
2.12	Know opportunities for advancement in his career area.	[72]	5	4	3	2	1
3.01	A sample employment application should be given student to complete properly.	[73]	5	4	3	2	1

GRA EVI ATR												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME					Extensive	Moderate	None
						X				X	X		3.02	Ability to demonstrate that he possesses appropriate skills and information to apply for position.	[74]	5	4	3	2	1
							X		X		X		3.03	Ability to identify acceptable and unacceptable interview behavior.	[75]	5	4	3	2	1
	X			X			X						3.04	Ability to demonstrate knowledge of use of telephone.	[76]	5	4	3	2	1
						X	X				X		3.05	Determine time schedule for work in providing for traveling time, lunch and coffee breaks.	[77]	5	4	3	2	1
						X		X		X			3.06	Student should be able to determine salary by deducting day-to-day expenses.	[78]	5	4	3	2	1
					X		X				X		3.07	Ways to present himself in order to improve chances of success on the job should be available to student.	[79]	5	4	3	2	1
						X			X	X			3.08	Ability to identify basic skills he possesses to become salable in the job market.	[80] [9]	5	4	3	2	1
				X			X			X			3.09	Ability to identify examples of work habits and attitudes necessary for successful entry into occupation.	[10]	5	4	3	2	1
				X			X					X	3.10	Understanding of chances to work in supervisory capacity may necessitate beginning at lower level.	[11]	5	4	3	2	1

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GRAI EVE ATR													DEG OF TRU INAL TEN							
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME					Extensive	Moderate	None
		X		X				X					4.12 Ability to exhibit patience when approaching a new learning situation.	[23]	5	4	3	2	1	
X				X			X						4.13 Communicate an understanding of need to talk or need to listen when situation warrants it.	[24]	5	4	3	2	1	
							X	X		X			4.14 Student should actively plan career development and seek assistance as needed.	[25]	5	4	3	2	1	
X				X			X						4.15 Ability to respect authority.	[26]	5	4	3	2	1	
		X					X	X					4.16 Ability to identify different attitudes toward work.	[27]	5	4	3	2	1	
			X			X				X			4.17 Possess a positive attitude regarding putting in a day's work for a day's pay.	[28]	5	4	3	2	1	
		X				X				X			4.18 Demonstrate development of positive attitudes toward specific occupations.	[29]	5	4	3	2	1	
				X		X		X					4.19 Understand the need for employer to be loyal to his employees.	[30]	5	4	3	2	1	
				X				X			X		4.20 Displays a positive attitude toward employees showing loyalty to employers.	[31]	5	4	3	2	1	
				X			X		X				4.21 Understanding that as an employee he should comply with decisions made by other persons with legitimate authority.	[32]	5	4	3	2	1	
	X			X					X				4.22 Understanding as an employee the need to work well with others.	[33]	5	4	3	2	1	

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GRA... EVE... ATR...													DEG... OF ...TRU...NAL ...TEN... Extensive Moderate None						
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME						
		X		X				X					4.12 Ability to exhibit patience when approaching a new learning situation.	[23]	5	4	3	2	1
X				X			X						4.13 Communicate an understanding of need to talk or need to listen when situation warrants it.	[24]	5	4	3	2	1
							X	X		X			4.14 Student should actively plan career development and seek assistance as needed.	[25]	5	4	3	2	1
X				X			X						4.15 Ability to respect authority.	[26]	5	4	3	2	1
		X					X	X					4.16 Ability to identify different attitudes toward work.	[27]	5	4	3	2	1
			X			X				X			4.17 Possess a positive attitude regarding putting in a day's work for a day's pay.	[28]	5	4	3	2	1
		X				X				X			4.18 Demonstrate development of positive attitudes toward specific occupations.	[29]	5	4	3	2	1
				X		X		X					4.19 Understand the need for employer to be loyal to his employees.	[30]	5	4	3	2	1
				X				X			X		4.20 Displays a positive attitude toward employees showing loyalty to employers.	[31]	5	4	3	2	1
				X			X		X				4.21 Understanding that as an employee he should comply with decisions made by other persons with legitimate authority.	[32]	5	4	3	2	1
	X			X					X				4.22 Understanding as an employee the need to work well with others.	[33]	5	4	3	2	1

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GRAL. EVAL. ATR...												
K	1	2	3	4	5	6	7	8	9	10	11	12
				X		X						X
					X			X		X		
X					X			X				
	X							X		X		
					X			X			X	
						X		X				X
			X	X			X					
	X				X			X				
X					X			X				

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LEARNER OUTCOME		DEGREE OF INSTRUCTIONAL ATTENTION				
		Extensive	Moderate	None		
4.23	Recognize that everyone must work at full capacity and under pressure.	[34]	5	4	3	2 1
4.24	Ability to list appropriate and inappropriate behaviors and attitudes for the majority of occupations.	[35]	5	4	3	2 1
4.25	The student should understand that he is not the only one capable of doing a particular job right.	[36]	5	4	3	2 1
5.01	Understand the benefits of attempting to solve problems on the job in a tactful manner.	[37]	5	4	3	2 1
5.02	Understanding that being helpful on the job can be beneficial or have a negative effect.	[38]	5	4	3	2 1
5.03	In problem work situation the student should be able to identify the principal parties involved and indicate suggestions for solving the problem.	[39]	5	4	3	2 1
5.04	Ability to recognize degree to which he is able to interact with other people by working as a team member.	[40]	5	4	3	2 1
5.05	Understand differences between the relationship of a worker to a superior.	[41]	5	4	3	2 1
5.06	Ability to understand necessity of exhibiting good manners both on the job and in social situations.	[42]	5	4	3	2 1

RAD LEVEL TRI

K	1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	---	----	----	----

DEGREE OF INSTRUCTIONAL ATTENTION

Extensive	Moderate	None
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LEARNER OUTCOME

K	1	2	3	4	5	6	7	8	9	10	11	12
				X			X			X		
X						X			X			
X				X					X			
				X			X			X		
				X			X		X			
				X			X		X			
					X		X		X			
						X			X	X		
				X			X					X
X					X		X					

5.07 Understanding as an employee that he should not criticize supervisors or others in presence of co-workers.

[43] 5 4 3 2 1

5.08 The student should display a positive attitude toward all individuals working.

[44] 5 4 3 2 1

5.09 Student should display respect for people of different races or ethnic origins.

[45] 5 4 3 2 1

5.10 Ability to understand how attitudes based upon prejudice affect behavior of other individuals.

[46] 5 4 3 2 1

5.11 Understand factors which contribute to prejudice.

[47] 5 4 3 2 1

5.12 Student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.

[48] 5 4 3 2 1

5.13 The student should recognize disadvantages of leadership; accept consequences for bad judgment, others depend on you, and others aid in implementation of innovations.

[49] 5 4 3 2 1

5.14 The student should give examples of appropriate occasions where transfer from role of leader to role of follower is beneficial.

[50] 5 4 3 2 1

5.15 Student should understand that there are other individuals with whom he as a worker must interact.

[51] 5 4 3 2 1

GRADE LEVEL MATRIX

DEGREE OF INSTRUCTIONAL ATTENTION Extensive Moderate None

K	1	2	3	4	5	6	7	8	9	10	11	12
X					X		X					
			X		X	X						
X				X				X				
				X			X		X			
			X			X		X				
		X		X			X					
			X		X			X				
				X						X		
					X						X	

LEARNER OUTCOME

5.16	Understand benefits of and necessity for being sensitive to others.	[52]	5	4	3	2	1
5.17	Indicate why he feels that a pleasing personality is necessary on the job and in social situation.	[53]	5	4	3	2	1
5.18	Understand that there will be many instances in his life when he will have to make compromises.	[54]	5	4	3	2	1
5.19	Possess ability to meet people, make appropriate introductions and chat with them for a short period of time.	[55]	5	4	3	2	1
5.20	Understand importance of sharing his time and talents with others.	[56]	5	4	3	2	1
5.21	Student should be aware when it is acceptable or not acceptable to use what might be considered profane language.	[57]	5	4	3	2	1
5.22	Understanding that some means of communication work more effectively in some situations than others.	[58]	5	4	3	2	1
5.23	Understand that chronic complainers are irritating to their fellow workers.	[59]	5	4	3	2	1

GRADE LEVEL MATRIX

K	1	2	3	4	5	6	7	8	9	10	11	12
X				X				X				
			X		X			X				
					X		X		X			
							X	X			X	
			X		X						X	
					X		X			X		
				X			X			X		
							X	X	X			
X			X		X							

LEARNER OUTCOME

DEGREE OF INSTRUCTIONAL ATTENTION

		Extensive		Moderate		None
5.24	Willingness to communicate, project his thoughts and/or express his feelings.	[60]	5	4	3	2 1
5.25	Ability to identify traits which he feels are essential to having a pleasing personality.	[61]	5	4	3	2 1
6.01	Ability to seek counseling from school, public or private counselors regarding school or personal problems.	[62]	5	4	3	2 1
6.02	Ability to identify his capabilities which are related to his career direction.	[63]	5	4	3	2 1
6.03	Students needs should be identified relating to his interests and career direction.	[64]	5	4	3	2 1
6.04	Ability to understand factors which will have some influence on his career options.	[65]	5	4	3	2 1
6.05	Understand the need to recognize his own faults or limitations.	[66]	5	4	3	2 1
6.06	Ability to list academic and/or occupational courses he has successfully completed which have helped him prepare for additional training or immediate employment in career field.	[67]	5	4	3	2 1
6.07	Understand he has certain physical, social, and mental characteristics which are different from others.	[68]	5	4	3	2 1

GRADE LEVEL MATRIX													DEGREE OF INSTRUCTIONAL ATTENTION							
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME		Extensive	Moderate	None			
			X			X			X				6.08	Student's understanding that one's view of life comes from his personal value system.	[69]	5	4	3	2	1
					X		X		X				6.09	Ability to identify skills he has which are necessary for success in his chosen career area.	[70]	5	4	3	2	1
					X		X				X		6.10	Understanding of how he views himself, his self-concept, influences his ability to succeed.	[71]	5	4	3	2	1
					X		X			X			6.11	Student's understanding that having a good self-concept gives him a greater ability to try "new" things, meet and get along with others, develops a more secure and stable view of the future.	[72]	5	4	3	2	1
					X			X				X	6.12	Understanding that he applies or rejects values into his personal philosophy by questioning his likes or dislikes when he meets new ideas, tries new ideas on for size and applies them to his value system or discards them.	[73]	5	4	3	2	1
						X	X			X			6.13	Ability to identify origins of factors which influence or govern his social development.	[74]	5	4	3	2	1
X			X		X								6.14	Indicate examples of individual differences, such as: Some people are more athletic than others and some people are better at manual tasks than others.	[75]	5	4	3	2	1
			X		X				X				6.15	Knowledge of whether or not he is usually persistent and consistent.	[76]	5	4	3	2	1

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GRADE LEVEL MATRIX												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME		Extensive	Moderate	None			
			X			X		X					6.16	Ability to adjust to many situations.	[77]	5	4	3	2	1
X				X			X						6.17	Understand relationship of satisfaction to successful achievement.	[78]	5	4	3	2	1
			X			X				X			7.01	Ability to give examples of how the quality of his work affects his vocational or professional status.	[79] [80] [2] [Dup. 1-8]	5	4	3	2	1
		X	X					X					7.02	Demonstrate appropriate behavior for working with or without supervision and for working independently or with others.	[9]	5	4	3	2	1
				X		X		X					7.03	Ability to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.	[10]	5	4	3	2	1
X				X			X						7.04	Understand the consequences of not working.	[11]	5	4	3	2	1
					X	X				X			7.05	Understanding his rights granted by our social and political institutions concerning matters of property and freedom.	[12]	5	4	3	2	1
							X	X				X	7.06	Know the laws that protect the rights of workers, children and others in world of work.	[13]	5	4	3	2	1
				X		X					X		7.07	Understand members of society unable to provide income for themselves and realize others' responsibility to provide for them.	[14]	5	4	3	2	1

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GRADE LEVEL MATRIX												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME					Extensive	Moderate	None
		X			X					X			7.08	Understanding of services such as education, police protection, highways are provided by government and paid with tax money.	[15]	5	4	3	2	1
		X		X			X						7.09	Ability to give examples of irresponsible behavior on his part.	[16]	5	4	3	2	1
				X			X		X				7.10	Understand the consequences for non-compliance to modes of behavior determined by society.	[17]	5	4	3	2	1
					X		X		X				7.11	Identify responsibilities which he would have to himself and those he would have to fellow workers.	[18]	5	4	3	2	1
X				X			X						7.12	Ability to give several examples of good work habits.	[19]	5	4	3	2	1
	X				X				X				7.13	Display positive attitude or respect toward his country and participation in American political and economic system.	[20]	5	4	3	2	1
				X			X				X		7.14	Understanding of constructive criticism when promoting reform through correction of social, political and/or economic ills.	[21]	5	4	3	2	1
					X	X				X			7.15	Realization that nationalism or loyalty to one's country can contribute to progress and growth of the people and the system.	[22]	5	4	3	2	1

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GRADE LEVEL MATRIX

K	1	2	3	4	5	6	7	8	9	10	11	12
						X		X			X	
				X			X		X			
				X			X				X	
				X		X						X
X				X				X				
X				X							X	
			X	X			X					
X				X					X			
				X	X		X					

LEARNER OUTCOME

DEGREE OF INSTRUCTIONAL ATTENTION

		Extensive	Moderate	None
7.16	Understanding that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.	[23] 5	4	3 2 1
7.17	Understand that non-participation and/or destructive acts can threaten the rights of others.	[24] 5	4	3 2 1
7.18	Understanding of current problems.	[25] 5	4	3 2 1
7.19	Desire to work for the betterment and fulfillment of the goals of society.	[26] 5	4	3 2 1
7.20	Ability to identify good safety habits which would apply on the job as well as home.	[27] 5	4	3 2 1
7.21	Exhibit concern for proper care and conservative use of equipment and materials on the job.	[28] 5	4	3 2 1
7.22	Display a positive attitude towards conservation of environmental resources and toward conservation of human resources.	[29] 5	4	3 2 1
7.23	Ability to understand reasons for maintaining good health.	[30] 5	4	3 2 1
7.24	Ability to discuss various aspects of drug abuse knowledgeably.	[31] 5	4	3 2 1

GRADE LEVEL MATRIX													DEGREE OF INSTRUCTIONAL ATTENTION							
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME					Extensive	Moderate	None
X				X	X								7.25 Understand merit of good grooming and ability to identify examples of good grooming habits.	[32]	5	4	3	2	1	
						X		X			X		8.01 Understanding of benefits of technology are production of new, more and better goods and services.	[33]	5	4	3	2	1	
			X				X			X			8.02 Realization that changes in technology will affect his work and lifestyle.	[34]	5	4	3	2	1	
				X			X			X			8.03 Understanding that technology results in greater, faster and better production.	[35]	5	4	3	2	1	
			X			X					X		8.04 Understanding that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for labor force to retrain.	[36]	5	4	3	2	1	
						X		X			X		8.05 Understanding that technology can create the necessity for retraining in present jobs.	[37]	5	4	3	2	1	
			X	X		X							8.06 Understand necessity for money as a medium of exchange in our economy.	[38]	5	4	3	2	1	
	X			X		X							8.07 Understand that money is a medium of exchange.	[39]	5	4	3	2	1	
				X		X			X				3.08 Understanding of interest and why it is a necessary charge for using other people's money.	[40]	5	4	3	2	1	

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GRADE LEVEL MATRIX												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME		Extensive	Moderate	None			
			X		X			X					8.09	Understanding that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.	[41]	5	4	3	2	1
	X			X			X						8.10	Understand that wages are what someone is paid for his time and efforts.	[42]	5	4	3	2	1
						X	X			X			8.11	Ability to understand difference between gross and net income and taxes.	[43]	5	4	3	2	1
	X				X		X						8.12	Understand that price is the amount that producer will accept in exchange for goods or services.	[44]	5	4	3	2	1
						X	X		X				8.13	Understand that wages and prices are tied closely together and as one fluctuates, the other will also.	[45]	5	4	3	2	1
							X	X	X				8.14	Understanding that higher wages sometimes lead to higher prices.	[46]	5	4	3	2	1
							X		X			X	8.15	Understand that decisions of buyers and sellers determine the prices of resources and materials.	[47]	5	4	3	2	1
			X				X			X			8.16	Understand that it takes resources such as labor and/or materials to produce goods and services.	[48]	5	4	3	2	1
							X		X	X			8.17	Understand factors which affect supply of items or services for sale.	[49]	5	4	3	2	1

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GRADE LEVEL MATRIX

K	1	2	3	4	5	6	7	8	9	10	11	12
			X			X			X			
						X		X		X		
					X	X			X			
						X	X			X		
			X		X				X			
	X			X					X			
						X	X					X
	X		X			X						
				X	X			X				
				X			X		X			

LEARNER OUTCOME

DEGREE OF INSTRUCTIONAL ATTENTION

		Extensive	Moderate	None
8.18	Understand the need not to buy items which are over-priced or goods of poor quality so producers will know people do not want them.	[50] 5	4	3 2 1
8.19	Understanding that the prices of products are determined by matching the amount supplied with demand.	[51] 5	4	3 2 1
8.20	By spending time or money on one item, the student should understand that he eliminates buying another item.	[52] 5	4	3 2 1
8.21	Understand income and expenditures in managing a household budget.	[53] 5	4	3 2 1
8.22	Need to identify various reasons for using a bank.	[54] 5	4	3 2 1
8.23	Understand importance of saving money.	[55] 5	4	3 2 1
8.24	Identify variety of possible deductions which could be deducted from gross wages.	[56] 5	4	3 2 1
8.25	The learner should be able to define the word "savings".	[57] 5	4	3 2 1
8.26	Understanding of principle of scarcity.	[58] 5	4	3 2 1
8.27	Understand concept of consumer influence on goods and services produced.	[59] 5	4	3 2 1

GRADE LEVEL MATRIX													DEGREE OF INSTRUCTIONAL ATTENTION							
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME		Extensive	Moderate	None			
		X			X		X						8.28	Understanding differences between someone who produces goods and someone who provides services.	[60]	5	4	3	2	1
		X			X		X						8.29	By doing separate and different tasks, people create more dependence in society.	[61]	5	4	3	2	1
	X					X		X					8.30	Understanding that specialization of labor allows each man to work at what he does well.	[62]	5	4	3	2	1
			X	X		X							8.31	Understanding our dependency on others for our basic needs.	[63]	5	4	3	2	1
					X			X		X			8.32	Ability to identify basic areas of employment provided by our economic system.	[64]	5	4	3	2	1
							X		X	X			8.33	Ability to identify goals of the American economic system.	[65]	5	4	3	2	1
					X	X		X					9.01	Learner should be able to give examples of understanding of specific knowledge as a means of achieving particular career goal.	[66]	5	4	3	2	1
						X		X		X			9.02	Ability to identify learning experiences in school which have improved his ability to follow particular career direction.	[67]	5	4	3	2	1
						X		X			X		9.03	Ability to identify learning experiences outside of school which are or were important in his choice of career.	[68]	5	4	3	2	1

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GRADE LEVEL MATRIX

K 1 2 3 4 5 6 7 8 9 10 11 12

LEARNER OUTCOME

DEGREE OF INSTRUCTIONAL ATTENTION

Extensive Moderate None

							X		X	X				9.04	Ability to identify courses which are available in school and offer specialized training programs or full-time employment.	[69]	5	4	3	2	1
		X		X			X							9.05	Possess positive attitude toward the importance of reading at minimum level.	[70]	5	4	3	2	1
		X			X		X							9.06	Attempt to improve his minimum reading skills to level matching his potential.	[71]	5	4	3	2	1
				X		X		X						9.07	Student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, taxes and handle checkbook.	[72]	5	4	3	2	1
		X		X			X							9.08	Ability to demonstrate skills to read a thermometer, follow directions in recipes, etc.	[73]	5	4	3	2	1
X			X		X									9.09	Willingness to ask questions when he needs information or clarification.	[74]	5	4	3	2	1
X			X			X								9.10	Willingness to learn new concepts and tasks.	[75]	5	4	3	2	1
	X			X			X							9.11	Understand need for good grammar and spelling in order to communicate.	[76]	5	4	3	2	1
			X		X		X							9.12	Ability to write or print legibly a paragraph constructed in simple sentence form on topic of his choice.	[77]	5	4	3	2	1

GRADE LEVEL MATRIX												DEGREE OF INSTRUCTIONAL ATTENTION								
K	1	2	3	4	5	6	7	8	9	10	11	12	LEARNER OUTCOME		Extensive	Moderate	None			
			X	X			X						9.13	Understand that writing is a communication skill which can reach a large population.	[78]	5	4	3	2	1
	X				X				X				9.14	Understand that speaking is a skill which allows greater expression of emotion.	[79]	5	4	3	2	1
	X			X			X						9.15	By listening and reading the student can absorb and/or be exposed to the thoughts and knowledge of others.	[80] [3] [Dup. 1-8] [9]	5	4	3	2	1
X				X			X						9.16	The student should understand that listening is an important way to learn.	[10]	5	4	3	2	1
X				X			X						9.17	Understanding that pictures, charts, graphs and movies are effective means of communicating.	[11]	5	4	3	2	1
	X					X	X						9.18	Ability to discuss relationship between daily physical activity and physical fitness.	[12] [80] [4]	5	4	3	2	1

PART IV: COMMENTS

Directions: Please use the space provided below to make recommendations relative to the district career education effort and/or comments on any portion of this instrument.

CAREER EDUCATION NEEDS ASSESSMENT
GUIDE FOR INTERVIEWING ADMINISTRATIVE PERSONNEL

Interviewer: _____ Interview Date: _____

Interviewee: _____ Position/Campus: _____

District: _____

INTRODUCTION

Prior to initiating the questioning, the interviewer should briefly explain the following notes:

- A. The purpose of the interview is to collect data relative to career education in the district from administrative personnel. Specifically, data will be solicited in broad areas; namely (1) local philosophy of career education, (2) administrative organization for developing and implementing career education, (3) status of staff orientation, (4) involvement of community in career education, and (5) curriculum.
- B. Confidentiality of individual responses will be maintained.
- C. Unless the interviewer solicits a subjective response, individual responses should express the nature of things as they are instead of as the interviewee feels they should be.

AREA ONE: LOCAL PHILOSOPHY

1. To your knowledge has the local district adopted a philosophy, stated or otherwise, of career education?
2. What is or what do you believe should be the district's philosophy?
3. Do you feel there is adequate understanding of the district's philosophy among staff members?
4. Do you feel the community at large is aware of and by and large in agreement with the school's philosophy on career education?
5. Recommendations you would offer for the district in this area (i.e., recommendations relative to questions 1-4).

AREA TWO: ADMINISTRATIVE ORGANIZATION

1. Does the district have a person specifically charged with the ultimate responsibility for career education?

2. What other duties does this individual have?

3. What responsibility/authority does the person in this position have:
With curriculum:

With Instructional Staff:

With Building Administrators:

With Instructional Materials:

In scheduling field trips:

4. What is the role of the building principal in career education?

5. Are procedures for scheduling a field trip or a community resource person for career education purposes in written form?

- . Have these procedures been provided instructional staff members.

- . In general terms, how effective are these procedures?

6. Are instructional materials relative to career education available to the instructional staff?

- . How and where?

- . What are the procedures for obtaining instructional materials by teachers?

7. Recommendations you would offer for the district in this area:

AREA THREE: STATUS OF STAFF ORIENTATION AND INVOLVEMENT

1. How well does the instructional staff understand career education, its purpose, its implications for teachers at various levels, its potential for revision of instructional approaches, and its potential for improving the relevancy of education to later life?
2. Is a somewhat common definition of career education shared by professional employees of the system at various levels?
3. Percentage wise, how many teachers are actually including career education concepts in their teaching at the present time?
4. How well do you feel teachers understand their respective roles and responsibilities in career education?
5. What has been the primary focus of staff development activities in career education?

6. Do you feel administrators in the district have been orientated in career education to the point that they can play a leadership role in this area?

7. Recommendations you would have for the district in this area:

AREA FOUR: COMMUNITY INVOLVEMENT

1. What has been the level of involvement of the community in shaping the district's philosophy of career education?
2. What are some ways the community is involved in career education on a continuing basis?
3. For career purposes, how wide a geographical area do you feel your school serves?
4. What recommendations would you have for the district in this area?

AREA FIVE: CURRICULUM

1. Does the local district have curriculum guides for use by teachers in providing direction for instruction?
2. If curriculum guides do exist, are specific career education concepts included in such guides?
3. Have specific career education concepts for the local district been developed?
4. Have specific concepts been assigned to specific grade levels or subject areas for introduction, development, and emphasis?
5. Does the curriculum provide students the opportunity to become aware of a large number of occupational areas?
6. At what point does the curriculum provide for the development of specific job acquisition and retention skills?
7. Recommendations you would have for the district in this area:

CAREER EDUCATION NEEDS ASSESSMENT
GUIDE FOR INTERVIEWING EMPLOYERS

INTERVIEWEE: _____ POSITION: _____

FIRM NAME: _____

PURPOSE OF FIRM: _____

NATURE OF STUDENT/GRADUATE WORK _____

INTERVIEWER: _____ DATE: _____

Prior to initiating the questioning, the interviewer should briefly explain the following notes.

- A. The purpose of the interview is to collect data relative to career education in the local school district from employers. Specifically, data will be solicited in the following broad areas:

1. Decision-Making Skills
2. Occupational Information and Job Skills
3. Job Acquisition and Retention Skills
4. Attitudes Toward Work
5. Human Relationship Skills
6. Self-Awareness
7. Personal and Work Responsibilities
8. Economic Awareness
9. Educational Preparedness

- B. Confidentiality of individual responses will be maintained.

INSTRUCTIONS: Briefly describe characteristics of _____
Independent School District students and/or graduates as they
relate to the categories on the following pages.

DECISION-MAKING SKILLS.

- . Uses personal resourcefulness in solving work problems

- . Puts first things first

OCCUPATIONAL INFORMATION AND JOB SKILLS.

- . Interest in and knowledge of worker benefits (retirement plans, hospitalization, life insurance, incentive programs)

- . Initial preparedness to do the job (time clocks, cash registers, specific trade skills)

JOB ACQUISITION AND RETENTION SKILLS.

- . Ability to complete application forms (references, social security number, etc.)

- . Interview skills (knowledge of job preference, appropriate grooming and dress, confidence, enthusiasm, manners)

- . Punctuality and Attendance

- . Work Quality

ATTITUDES TOWARD WORK.

- . Conscientiousness (meticulous, careful, upright)

- . Persistent (stays with a task until it is completed)

- . Trainability (ability to take instructions, patience in a new learning situation, willingness to start at the bottom and work up)

- . Work Spirit (criticism vs. support for employer, cockiness vs. unassuming)

HUMAN RELATIONSHIP SKILLS.

- . Sensitive to others (manners, respects persons of other races, appropriate language vs. profane language)

- . Willingness to compromise (flexibility, makes adjustments easily)

ECONOMIC AWARENESS.

- . Understands relationships between worker productivity, business profit and wages

- . Understands check deductions (social security, income tax, etc.)

- . Ability to manage personal business affairs (money, time)

EDUCATIONAL PREPAREDNESS.

- . Possesses writing skills

- . Possesses computation skills

. Possesses mechanical skills

. Ability to read

In your opinion, what could be done to improve the quality of the local career preparation program?

CAREER EDUCATION NEEDS ASSESSMENT
TEACHER PERCEPTIONS OF
FIFTY GRADE STUDENTS

To The Teacher: The Garland Independent School District is involved in a comprehensive needs assessment of career education. One component of this effort focuses on learner accomplishments of identified learner outcomes. Tests, based on identified learner outcomes, are only available for students grades seven through twelve. Since no tests are available for use with fifth grade students, we are relying on teacher judgment to identify learner needs based on identified learner outcomes. Please follow the directions presented below in completing this instrument. Your serious attention and candid judgment will be appreciated.

Directions:

- First:** Read the learner outcomes presented in the left hand column.
- Second:** For each learner outcome, consider the degree to which the students you are now teaching, as a whole, had accomplished this outcome when they entered your class.
- Third:** Indicate the degree of student accomplishment, upon entering your class, by circling the appropriate number in the right hand column.

LEARNER OUTCOME	DEGREE OF STUDENT ACCOMPLISHMENT UPON ENTERING YOUR CLASS					
		Substantial				Minimal
1.01 Ability to define the term "goal".	[1]	5	4	3	2	1
1.08 Realization that he will benefit from talking to parents, friends, neighbors about jobs.	[2]	5	4	3	2	1
1.10 Realization that he can request assistance from others and use sources of information.	[3]	5	4	3	2	1
1.12 Realization that many factors determine lifestyle, such as income, culture, value system and career.	[4]	5	4	3	2	1
2.08 Understanding of time clocks and their use.	[5]	5	4	3	2	1
3.04 Ability to demonstrate knowledge of use of telephone.	[6]	5	4	3	2	1
4.01 Be concerned with concept of quality in relation to a task or job.	[7]	5	4	3	2	1
4.02 Possess positive attitude toward his quality of work in given area displaying enriched self-concept.	[8]	5	4	3	2	1

LEARNER OUTCOME		DEGREE OF STUDENT ACCOMPLISHMENT UPON ENTERING YOUR CLASS					
		Substantial				Minimal	
4.03	Recognizes attitudes toward work are formed from various sources.	[9]	5	4	3	2	1
4.04	Student should want to work for personal satisfaction and independence.	[10]	5	4	3	2	1
4.05	Student should understand importance of staying with task until completion.	[11]	5	4	3	2	1
4.06	Understanding satisfaction of how a specific task relates to finished product.	[12]	5	4	3	2	1
4.07	Display awareness of need to experience personal satisfaction through own accomplishments.	[13]	5	4	3	2	1
4.08	Display pride in his work and work products.	[14]	5	4	3	2	1
4.09	Ability to give example of personal satisfaction of job well done rather than supervisor's approval.	[15]	5	4	3	2	1
4.10	Understand importance of being consistent and persistent.	[16]	5	4	3	2	1
4.11	Realization that work has dignity.	[17]	5	4	3	2	1
4.12	Ability to exhibit patience when approaching a new learning situation.	[18]	5	4	3	2	1
4.13	Communicate an understanding of need to talk or need to listen when situation warrants it.	[19]	5	4	3	2	1
4.15	Ability to respect authority.	[20]	5	4	3	2	1
4.16	Ability to identify different attitudes toward work.	[21]	5	4	3	2	1
4.17	Possess a positive attitude regarding putting in a day's work for a day's pay.	[22]	5	4	3	2	1
4.18	Demonstrate development of positive attitudes toward specific occupations.	[23]	5	4	3	2	1
4.19	Understand the need for employer to be loyal to his employees.	[24]	5	4	3	2	1

LEARNER OUTCOME

DEGREE OF STUDENT ACCOMPLISHMENT
UPON ENTERING YOUR CLASS

		Substantial				Minimal
4.20	Displays a positive attitude toward employees showing loyalty to employers.	[25]	5	4	3	2 1
4.21	Understanding that as an employee he should comply with decisions made by other persons with legitimate authority.	[26]	5	4	3	2 1
4.22	Understanding as an employee the need to work well with others.	[27]	5	4	3	2 1
4.23	Recognize that everyone must work at full capacity and under pressure.	[28]	5	4	3	2 1
4.25	The student should understand that he is not the only one capable of doing a particular job right.	[29]	5	4	3	2 1
5.03	In problem work situation the student should be able to identify the principal parties involved and indicate suggestions for solving the problem.	[30]	5	4	3	2 1
5.04	Ability to recognize degree to which he is able to interact with other people by working as a team member.	[31]	5	4	3	2 1
5.05	Understand differences between the relationship of a worker to a superior.	[32]	5	4	3	2 1
5.06	Ability to understand necessity of exhibiting good manners both on the job and in social situations.	[33]	5	4	3	2 1
5.07	Understanding as an employee that he should not criticize supervisors or others in presence of co-workers.	[34]	5	4	3	2 1
5.08	The student should display a positive attitude toward all individuals working.	[35]	5	4	3	2 1
5.09	Student should display respect for people of different races or ethnic origins.	[36]	5	4	3	2 1
5.10	Ability to understand how attitudes based upon prejudice affect behavior of other individuals.	[37]	5	4	3	2 1
5.11	Understand factors which contribute to prejudice.	[38]	5	4	3	2 1

LEARNER OUTCOME		DEGREE OF STUDENT ACCOMPLISHMENT UPON ENTERING YOUR CLASS				
		Substantial			Minimal	
5.12	Student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.	[39] 5	4	3	2	1
5.13	The student should recognize disadvantages of leadership; accept consequences for bad judgment, others depend on you, and others' aid in implementation of innovations.	[40] 5	4	3	2	1
5.14	The student should give examples of appropriate occasions where transfer from role of leader to role of follower is beneficial.	[41] 5	4	3	2	1
5.15	Student should understand that there are other individuals with whom he as a worker must interact.	[42] 5	4	3	2	1
5.16	Understand benefits of and necessity for being sensitive to others.	[43] 5	4	3	2	1
5.17	Indicate why he feels that a pleasing personality is necessary on the job and in social situations.	[44] 5	4	3	2	1
5.18	Understand that there will be many instances in his life when he will have to make compromises.	[45] 5	4	3	2	1
5.20	Understand importance of sharing his time and talents with others.	[46] 5	4	3	2	1
5.21	Student should be aware when it is acceptable or not acceptable to use what might be considered profane language.	[47] 5	4	3	2	1
5.22	Understanding that some means of communication work more effectively in some situations than others.	[48] 5	4	3	2	1
5.23	Understand that chronic complainers are irritating to their fellow workers.	[49] 5	4	3	2	1
5.24	Willingness to communicate, project his thoughts and/or express his feelings.	[50] 5	4	3	2	1
5.25	Ability to identify traits which he feels are essential to having a pleasing personality.	[51] 5	4	3	2	1

LEARNER OUTCOME		DEGREE OF STUDENT ACCOMPLISHMENT UPON ENTERING YOUR CLASS					
		Substantial				Minimal	
6.01	Ability to seek counseling from school, public or private counselors regarding school or personal problems.	[52]	5	4	3	2	1
6.07	Understand he has certain physical, social, and mental characteristics which are different from others.	[53]	5	4	3	2	1
6.14	Indicate examples of individual differences, such as: some people are more athletic than others and some people are better at manual tasks than others.	[54]	5	4	3	2	1
6.15	Knowledge of whether or not he is usually persistent and consistent.	[55]	5	4	3	2	1
6.16	Ability to adjust to many situations.	[56]	5	4	3	2	1
6.17	Understand relationship of satisfaction to successful achievement.	[57]	5	4	3	2	1
7.01	Ability to give examples of how the quality of his work affects his vocational or professional status.	[58]	5	4	3	2	1
7.02	Demonstrate appropriate behavior for working with or without supervision and for working independently or with others.	[59]	5	4	3	2	1
7.03	Ability to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.	[60]	5	4	3	2	1
7.04	Understand the consequences of not working.	[61]	5	4	3	2	1
7.08	Understanding of services such as education, police protection, highways, are provided by government and paid with tax money.	[62]	5	4	3	2	1
7.09	Ability to give examples of irresponsible behavior on his part.	[63]	5	4	3	2	1
7.10	Understand the consequences for non-compliance to modes of behavior determined by society.	[64]	5	4	3	2	1

LEARNER OUTCOME		DEGREE OF STUDENT ACCOMPLISHMENT UPON ENTERING YOUR CLASS					
		Substantial				Minimal	
7.11	Identify responsibilities which he would have to himself and those he would have to fellow workers.	[65]	5	4	3	2	1
7.12	Ability to give several examples of good work habits.	[66]	5	4	3	2	1
7.13	Display positive attitude or respect toward his country and participation in American political and economic system.	[67]	5	4	3	2	1
7.15	Realization that nationalism or loyalty to one's country can contribute to progress and growth of the people and the system.	[68]	5	4	3	2	1
7.17	Understand that non-participation and/or destructive acts can threaten the rights of others.	[69]	5	4	3	2	1
7.19	Desire to work for the betterment and fulfillment of the goals of society.	[70]	5	4	3	2	1
7.20	Ability to identify good safety habits which would apply on the job as well as home.	[71]	5	4	3	2	1
7.21	Exhibit concern for proper care and conservative use of equipment and materials on the job.	[72]	5	4	3	2	1
7.22	Display a positive attitude towards conservation of environmental resources and toward conservation of human resources.	[73]	5	4	3	2	1
7.23	Ability to understand reasons for maintaining good health.	[74]	5	4	3	2	1
7.25	Understand merit of good grooming and ability to identify examples of good grooming habits.	[75]	5	4	3	2	1
8.01	Understanding of benefits of technology are production of new, more and better goods and services.	[76]	5	4	3	2	1
8.03	Understanding that technology results in greater, faster and better production.	[77]	5	4	3	2	1

DEGREE OF STUDENT ACCOMPLISHMENT
UPON ENTERING YOUR CLASS

LEARNER OUTCOME

Substantial

Minimal

Learner Outcome	ID	Substantial					Minimal	
		5	4	3	2	1		
8.06 Understand necessity for money as a medium of exchange in our economy.	[78]	5	4	3	2	1		
8.07 Understand that money is a medium of exchange.	[79]	5	4	3	2	1		
	[80]							
	[1]							
8.09 Understanding that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.	[1]	5	4	3	2	1		
8.10 Understand that wages are what someone is paid for his time and efforts.	[2]	5	4	3	2	1		
8.12 Understand that price is the amount that producer will accept in exchange for goods or services.	[3]	5	4	3	2	1		
8.16 Understand that it takes resources such as labor and/or materials to produce goods and services.	[4]	5	4	3	2	1		
8.17 Understand factors which affect supply of items or services for sale.	[5]	5	4	3	2	1		
8.20 By spending time or money on one item, the student should understand that he eliminates buying another item.	[6]	5	4	3	2	1		
8.22 Need to identify various reasons for using a bank.	[7]	5	4	3	2	1		
8.23 Understand importance of saving money.	[8]	5	4	3	2	1		
8.25 The learner should be able to define the word "savings".	[9]	5	4	3	2	1		
8.27 Understand concept of consumer influence on goods and services produced.	[10]	5	4	3	2	1		
8.28 Understanding differences between someone who produces goods and someone who provides services.	[11]	5	4	3	2	1		
8.29 By doing separate and different tasks, people create more dependence in society.	[12]	5	4	3	2	1		
8.30 Understanding that specialization of labor allows each man to work at what he does well.	[13]	5	4	3	2	1		
8.31 Understanding our dependency on others for our basic needs.	[14]	5	4	3	2	1		

LEARNER OUTCOME

DEGREE OF STUDENT ACCOMPLISHMENT
UPON ENTERING YOUR CLASS

		Substantial				Minimal	
9.05	Possess positive attitude toward the importance of reading at minimum level.	[15]	5	4	3	2	1
9.06	Attempt to improve his minimum reading skills to level matching his potential.	[16]	5	4	3	2	1
9.08	Ability to demonstrate skills to read a thermometer, follow directions in recipes, etc.	[17]	5	4	3	2	1
9.09	Willingness to ask questions when he needs information or clarification.	[18]	5	4	3	2	1
9.10	Willingness to learn new concepts and tasks.	[19]	5	4	3	2	1
9.11	Understand need for good grammar and spelling in order to communicate.	[20]	5	4	3	2	1
9.12	Ability to write or print legibly a paragraph constructed in simple sentence form on topic of his choice.	[21]	5	4	3	2	1
9.13	Understand that writing is a communication skill which can reach a large population.	[22]	5	4	3	2	1
9.14	Understand that speaking is a skill which allows greater expression of emotion.	[23]	5	4	3	2	1
9.15	By listening and reading the student can absorb and/or be exposed to the thoughts and knowledge of others.	[24]	5	4	3	2	1
9.16	The student should understand that listening is an important way to learn.	[25]	5	4	3	2	1
9.17	Understanding that pictures, charts, graphs and movies are effective means of communicating.	[26]	5	4	3	2	1
9.18	Ability to discuss relationship between daily physical activity and physical fitness.	[27] [80] 2	5	4	3	2	1

SURVEY

TEXAS

**Career
Education
Measurement
Series**

SURVEY BOOKLET 00

**Texas Education Agency
Austin, Texas**



DIRECTIONS FOR MARKING YOUR ANSWERS

GENERAL DIRECTIONS

- . Use a pencil to mark your answer sheet. DO NOT use a ballpoint pen.
- . If you change your answer, ERASE your first answer completely.
- . Each of your marks on your answer sheet should be DARK and should COMPLETELY fill the space for marking.

KINDS OF QUESTIONS

- I. Some of the questions in this booklet are followed by a set of answers from which you should choose only ONE answer. Read each of these questions carefully and choose the answer you think is MOST correct. ON YOUR ANSWER SHEET darken the letter that matches the answer you choose.

Read the sample questions below to see how the answers have been marked on your Answer Sheet:

SAMPLE W: In your Test Booklet one item would look like this:

1. Which city is the capital of the United States?

- (A) New York City
- (B) Philadelphia
- (C) Washington, D.C.
- (D) Arlington

(C) is the correct answer. On the Answer Sheet the (C) space is darkened. Notice that the mark is dark and completely fills the space.

SAMPLE X: In your Test Booklet one item would look like this:

2. Which of the following is the BEST reason for obeying traffic rules?

- (A) You are told you must.
- (B) Your friends obey the rules.
- (C) You will be called a good citizen.
- (D) Your own safety is important.

(D) is the correct answer. On the Answer Sheet the (D) space is darkened.

SAMPLE Y: In your Test Booklet one item would look like this:

3. Susan wanted to be dressed just right for an important date. Of the following persons, who would be the LEAST likely to help Susan pick the right thing to wear?

- (A) A friend
- (B) A stranger
- (C) Her father
- (D) Her boyfriend

(B) is the correct answer. On the Answer Sheet the (B) space is darkened.

II. Some of the questions in this booklet have several parts that require you to darken either an (A) or a (B). Read each of the items carefully and decide whether (A) or (B) is correct for each part. ON YOUR ANSWER SHEET darken either the (A) or (B), whichever you think is correct.

Read the sample question below to see how the answers have been marked on your Answer Sheet.

SAMPLE Z: In your Test Booklet the item would look like this:

1. Darken (A) for those things which are flowers. Darken (B) for the others.

- | | | |
|-----|-----|----------|
| (A) | (B) | a. tulip |
| (A) | (B) | b. car |
| (A) | (B) | c. rose |

On the Answer Sheet the (A) spaces are darkened for parts "a" and "c." The (B) space is darkened for part "b."

1. Darken (A) for each of the following that WOULD make a job personally satisfying for most people. Darken (B) for each one that WOULD NOT.
 - (A) (B) a. The job matches the worker's interest.
 - (A) (B) b. The environment is comfortable and safe.

2. Darken (A) if the following action IS an IMPORTANT example of an interview skill. Darken (B) if the action IS NOT an IMPORTANT example of an interview skill.
 - (A) (B) speaking only when asked a question.

3. Which statement BEST describes how the need for workers in any particular job should affect a person's career choice?
 - (A) The need should not be considered because the supply of workers always adjusts to the need for them.
 - (B) The need should be considered, but should not completely rule out a career.
 - (C) A person should consider only the few career areas that will have new types of jobs in the future.
 - (D) A person should consider only the careers that his/her parents feel will have openings by the time he/she is ready to work.

4. Read the following examples and answer the question below.

- a. During summer vacation, Pat took a job in one of the national parks. His duties were to conduct small groups of people on hikes around a lake, pointing out relationships among the plants and animals and their environment. Pat said that he felt he was doing something worthwhile in teaching people about their natural environment.
- b. Ann loved to play her guitar. When she graduated from college, she tried out and was hired by a band. She said it was almost too good to be true, being paid for something she enjoyed doing anyway.
- c. There were only two days left before the citywide stock car race. Hank was standing beside the Starfire II while the mechanics were running some final checks. "This is the best one we've built yet!" he said. "We're going to break the track record for sure with this beauty."

Which ONE of the following statements BEST summarizes the relationship between the three examples?

- (A) Some jobs don't provide feelings of satisfaction.
- (B) The level of job satisfaction is directly related to the amount of time spent on the job.
- (C) People doing very different jobs can experience satisfaction.
- (D) The finished product is the most important part of a job.

5. With new machines and computers changing routine jobs, some assembly line and office workers may be fearful of

- (A) over production of goods.
- (B) losing their jobs.
- (C) an increase in the cost of goods.
- (D) longer working hours.

6. Juan and his boss are walking to the front door of the building where they both work. His boss opens the door for Juan and motions for him to go into the building. What would be the BEST thing for Juan to do?
- (A) say "No, thank you," and wait until his boss goes in.
 - (B) go in and apologize to his boss for not opening the door for him.
 - (C) go in and say, "Thank you."
 - (D) go in and say nothing but watch for a chance to open a door for his boss.
7. In which ONE of the following situations would the individual NOT need to make an adjustment?
- (A) Jane's boss asks her to work overtime on a special project.
 - (B) Herman's boss is pleased with his work.
 - (C) Jose, who has been working with Charles, has been assigned to work with Janet.
 - (D) Fred's plant supervisor tells him that the plant will be shut down for two months.
8. Chuck and Ralph have been friends for several years. Ralph has just been promoted; he is now Chuck's supervisor. Select from the list below the ONE MOST appropriate behavior for Chuck to display when working under the supervision of Ralph.
- (A) stop being friends with Ralph outside the work situation
 - (B) do things the way he feels they should be done because he knows as much as Ralph
 - (C) follow Ralph's instructions on the job
 - (D) do things the way his co-workers are doing them
9. Mrs. Sweeney is interested in cooking. She takes the extra time to plan well-balanced meals. She buys fresh fruit and good quality meat. She uses new recipes and tries to make the food look good. Which ONE of the statements below describes an ADVANTAGE of Mrs. Sweeney's concern with quality?
- (A) The family will probably be healthier.
 - (B) Mrs. Sweeney will spend a great deal of time at the supermarket.
 - (C) Most of the family budget will be spent for food.
 - (D) Mrs. Sweeney will not have much time for other household tasks.

10. A group of similar courses is sometimes called a program of study. Which ONE of the following programs would probably be MOST helpful if you wanted a career in construction?

- (A) general sciences
- (B) vocational office education
- (C) industrial arts
- (D) physical education

11. If heating oil became scarce in the United States, a variety of things would happen. Which ONE of the following results of this scarcity would be LEAST likely to occur?

- (A) Some industries would switch from oil to coal for heating.
- (B) The price of oil would go up, and the cost of heating homes would become more expensive.
- (C) Many oil companies would explore in areas where they had not searched for oil.
- (D) Most remaining oil would be taken off the market completely in order for oil companies to rebuild their reserves.

12. You have been working one week as a mechanic in a service station. A fellow worker tells you that he has been denied a raise even though his work has seemed satisfactory. He asks you if you will speak to the boss for him.

In this situation, your responsibility to your fellow employees means that you should

- (A) talk to your boss and get the facts of the case.
- (B) suggest to the worker that he file a discrimination complaint.
- (C) recommend that the employee talk to the boss again if he is not sure of the reasons why he has not been given a raise.
- (D) avoid the employee so that you do not become known as a troublemaker.

13. Listed below are some situations which you may encounter on the job. Which ONE of the following situations would MOST likely involve your making a compromise with someone else?

- (A) You are asked to be the representative from your department on a committee to decide how job tasks will be given out to employees of all departments.
- (B) You are told to read your work more carefully so that you can eliminate errors.
- (C) You are asked to show a new employee the office routines and to introduce him/her to the other employees.
- (D) You are given an assignment and are asked that it be finished by noon.

14. Darken (A) for each behavior described below that will increase his chances for success. Darken (B) for each one that will have little effect on his success.

- | | | | |
|-----|-----|----|--|
| (A) | (B) | a. | He gets along well with other people. |
| (A) | (B) | b. | He is dependable and enthusiastic about his job. |

15. Kurt is a quiet, pleasant individual. He spends his time working and seldom takes any time to talk with other workers.

Which ONE of the following job characteristics would be the MOST important to Kurt in choosing a job?

- (A) supervising others
- (B) working with many co-workers
- (C) working alone most of the time
- (D) being closely supervised

16. Which ONE of the following describes the MOST useful information that you would gain from talking with qualified people in a career area of interest to you?

- (A) You would learn which individuals will be competing for a job.
- (B) You would find out if your counselor would approve of this area as your career choice.
- (C) You would find out if you would succeed in a chosen career area.
- (D) You would be better able to compare different types of jobs within the career area of interest to you.

17. Carol, who is a volunteer worker at General Hospital, is graduating from high school. She hopes to make nursing her career. The hospital has offered her a job as a nurse's aide. Carol is trying to decide whether to take the job or to enter her local community college to become a Licensed Vocational Nurse.

If Carol decides to go to the community college and becomes a Licensed Vocational Nurse, which ONE of the following is MOST likely to be a result of her decision?

- (A) She can go anywhere she wants and receive higher wages than any other nurse.
- (B) She will learn that there will be very little need for nurses in the future.
- (C) She will decide not to get a job as a nurse even if she is licensed.
- (D) She will get a better job and earn more money than she would have as a nurse's aide.

18. Paula Robinson and her family live on their farm. Like other families in their community, religion is very important to their lives. Women do not wear make-up; no one in the community smokes. Families in the community are very close and help each other.

Which ONE of the factors below MOST influences Paula's lifestyle or way of life?

- (A) income
- (B) culture
- (C) formal education
- (D) career

19. From the following list of job titles, select ONE which uses counseling skills.
- (A) auto mechanic
 - (B) foreman
 - (C) navigator
 - (D) clergyman
20. Jane, a social worker, has completed a case which required a great deal of time and effort. Select the ONE statement which shows that Jane takes pride in her work.
- (A) Jane told a fellow worker how good she felt about the job accomplished.
 - (B) Jane left work early because the task was completed.
 - (C) Jane decided to apply for a new job that would pay more money and would not demand so much time.
 - (D) Jane talked with Helen about a case on which she was working.
21. Darken (A) if the statement DESCRIBES a result of prejudice between different races or ethnic groups. Darken (B) if it DOES NOT.
- (A) (B) a. Misconceptions and myths would be cleared up.
 - (A) (B) b. Riots and outbursts could result between groups.
 - (A) (B) c. Groups of people of different races or ethnic backgrounds could not work well together on the job.
22. The statement below describes how Elaine sometimes feels about herself. Darken (A) if the statement shows Elaine has a POSITIVE attitude toward herself. Darken (B) if the statement shows she has a NEGATIVE attitude toward herself.
- (A) (B) Elaine sometimes feels angry at herself because she is not very athletic.
23. Darken (A) for each service which is provided by various levels of government in the United States and which is paid for by public tax money. Darken (B) for each service that IS NOT.
- (A) (B) a. telephone
 - (A) (B) b. city street maintenance

24. The Reserve Chemical Company recently added a computer to its bookkeeping department in order to summarize sales and trends very rapidly.

Which ONE of the following statements BEST describes how this change would likely affect employees of Reserve Chemical?

- (A) Extra bookkeepers would be hired.
- (B) Some employees in the department would be retrained and some replaced by people with computer training.
- (C) There would be more bookkeeping done by hand.
- (D) Personnel in other departments would not be affected by the change in the bookkeeping department.

25. Which ONE of the following BEST defines wages?

- (A) Wages are what a person is paid for his or her time and effort.
- (B) Wages are what a property owner receives for the use of his/her property.
- (C) Wages are the profits a person receives from owning shares of stock in a company.
- (D) Wages are that part of a person's salary that is deducted for government taxes.

26. Claire works in a bank and brings home \$320.00 per month. Her budget includes the following items:

rent	\$120.00
food	40.00
gasoline	25.00
car payment	80.00
laundry and dry cleaning	10.00
utilities	20.00
clothing	10.00
entertainment	15.00
Total	<u>\$320.00</u>

Claire is moving soon to a larger apartment. The rent is \$140.00, but the utilities are included in the cost of the rent. What difference will this make in her monthly budget?

- (A) She will have some extra money to spend.
- (B) Because of the increased rent she will have less money to spend for entertainment.
- (C) She will be able to omit the "utilities" item from her budget.
- (D) She can omit the utilities item and have the extra money to spend on clothes.

27. Joan assisted the physics teacher in the school's electronics laboratory for two years during high school. Joan has obtained a degree in electrical engineering and now operates an experimental laboratory for a research company. Which statement BEST describes Joan's high school experiences?
- (A) had no effect on her career choice
 - (B) gave her the opportunity to explore her interests in electronics
 - (C) encouraged her to change her career plans
 - (D) insured that she would follow a career in the field of physics
28. Eight big logging companies raised the price of raw lumber by a large amount. The housing industries believed they had no choice but to raise the price of the homes they offered for sale. What effect did the price change probably have on the demand for the houses?
- (A) The demand was probably greater.
 - (B) The demand was probably less.
 - (C) The demand was probably the same.
29. Which statement is true about deciding on a career?
- (A) A person who does well in school should only consider careers that require a college education.
 - (B) A person should decide alone what career to choose, and not seek advice from other people.
 - (C) A person should examine his/her abilities before deciding on a career.
 - (D) The money that can be earned in a career is the most important factor to consider.

30. A deadly gas was leaking from chemical tanks in an industrial section of town. Public health officials decided it was necessary to evacuate nearby residential areas because of the possible danger. Half of the officials drove through the neighborhoods with loudspeakers to inform the people of the evacuation. The other half went door-to-door. The neighborhoods where officials drove through with loudspeakers were evacuated twice as fast as the neighborhoods where officials went door-to-door.

Which ONE of the following BEST describes why using loudspeakers was more effective than going door-to-door?

- (A) It was more exciting to use loudspeakers.
 - (B) Loudspeakers got the attention of more people faster than did officials who were walking around.
 - (C) It was more convenient for the officials to drive than to walk around.
 - (D) People more readily believed the officials using loudspeakers than those going door-to-door.
31. Suppose that you have been hired as a secretary. You enjoy your work and feel that you have had a successful experience so far. Your boss asks you to do the following things as part of your job. Darken (A) for those items which you feel are REASONABLE requests. Darken (B) for those items which you feel are UNREASONABLE requests.
- (A) (B) a. You are asked to familiarize a new secretary with the general office routine.
 - (A) (B) b. You are asked to tell another secretary that he/she has been fired.
32. Joe wants to be his own boss and run his own business. If he can match his personal goals with his career choice, Joe is MOST likely to
- (A) make more money.
 - (B) obtain more education.
 - (C) have greater job satisfaction.
 - (D) explore new career directions.
33. Darken (A) if this statement is a reason for conserving resources. Darken (B) if it IS NOT.
- (A) (B) Resources are unlimited and available to everyone.

34. Joey is interested in the employment possibilities of a particular company in her town. What is the BEST source of information available for Joey to find out about a job with the company?
- (A) state employment agency
 - (B) school counselor
 - (C) employment office of the company
 - (D) classified section of the local newspaper
35. Read the following descriptions of people of different races interacting in work situations. Which ONE do you think is the BEST example of RESPECTFUL behavior?
- (A) Mike, a black, and Charles, an Anglo, work together on a government research project. When Mike and Charles disagree, Mike goes directly to the supervisor to complain.
 - (B) Mr. Green, an Anglo, and Mr. Swartz, a black, have worked next to each other on the same job for ten years. Mr. Green and Mr. Swartz have seldom talked to each other.
 - (C) Fred Bear has worked in a factory close to the Indian reservation for five years. He has been a faithful and hard working employee. Mr. Bear wants to take Thursday off from work to attend a tribal celebration. The boss has threatened to fire him if he takes that day off.
 - (D) Mei Lee lives and works in Chinatown. Sally Sands, a college student, has been hired as a summer employee at the plant where Mei Lee works. Mei Lee introduced Sally to other workers on the job.
36. George works for the Incredible Toy Company. The company gave him time off to get a complete physical examination at the company's expense.
- Which ONE is the BEST reason for the company's actions?
- (A) The company has an agreement with the doctor who gives the exams.
 - (B) The company is aware that healthy employees work better.
 - (C) Employees with good health are given extra vacation time.
 - (D) The company will decide whether employees are well enough to get a promotion.

37. In former times, individuals and families were able to provide for a large part of their needs by the work of their own hands. Today, people must depend on others to supply many of their needs, such as food, clothing, shelter and medicine.

Three of the following statements describe conditions resulting from dependence on others. Select ONE statement that DOES NOT.

- (A) A person does not need to have as many different skills as before in order to live.
 - (B) Cooperation among people is more necessary than before.
 - (C) More people than ever before are completely independent.
 - (D) People have more opportunity than before to become very good at one skill.
38. Charles Morgan is a student teacher. Every day after his classes he and the teacher discuss his performance. Which of the following is the BEST reason for him to listen to the teacher's comments concerning his work?
- (A) He could learn better ways of getting certain points across to the students.
 - (B) He needs to learn the students' names.
 - (C) The teacher will always want to point out his errors.
 - (D) The teacher doesn't have time to talk to him during the day.
39. One of our basic economic resources is the strength, skill and intelligence of our people. What is this basic resource called?
- (A) technology
 - (B) capital
 - (C) labor
 - (D) raw material
40. Which ONE of the following is a reason why banks charge interest when they loan money?
- (A) to discourage people from borrowing money
 - (B) to attract more bank customers
 - (C) to earn money for the bank
 - (D) to compete with loan companies

41. Listed below are ways a citizen of the United States might participate in the country's political system. Which ONE would reflect a positive attitude toward the country?
- (A) emphasizing political views by threatening a government official in a public speech
 - (B) following all campaign rules while running as a candidate for mayor
 - (C) participating in a plan to take over a government building
 - (D) attempting to bribe a state representative in order to gain support for a cause
42. Which ONE of the following is a RIGHT that American citizens are granted by the Constitution?
- (A) the right to own property
 - (B) the right to vote only if the citizen is a property owner
 - (C) the right to free use of government land
 - (D) the right to shoot someone who is trespassing
43. Which ONE of the following is an ADVANTAGE of being a leader?
- (A) A leader is often highly respected.
 - (B) A leader often gets the chance to work more than eight hours a day.
 - (C) A leader is able to give up free time for a cause.
 - (D) A leader needs to listen to everyone's problems.
44. Greg Hernandez is interested in getting a part-time job after school. Darken (A) for each behavior listed below that will help Greg to get a job. Darken (B) if it will not.
- (A) (B) a. Greg continues interviewing for jobs, even when he gets discouraged.
 - (A) (B) b. Greg often criticizes himself and tells people that he is not very good at things.

45. Graduation is coming. You have no idea of what you want to do when you leave school. You are fearful about your future and trying to decide what to do.

Below are actions that you might take in an effort to solve your problem. Identify the action that is LEAST helpful by darkening the appropriate letter on your Answer Sheet.

- (A) talk with the school counselor
- (B) write to universities, community colleges and trade schools to learn about opportunities
- (C) find out what your best friend is going to do
- (D) get information and advice from the local state employment office

CAREER EDUCATION
IN THE

GARLAND INDEPENDENT SCHOOL DISTRICT

An Abstract of
A COMPREHENSIVE NEEDS ASSESSMENT EFFORT

Conducted During 1975—1976

In Cooperation with the
Region 10 Education Service Center

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PART I INTRODUCTION

The Career Education Component of Region 10 Education Service Center has developed and implemented a program designed to assist school districts in moving sequentially toward a comprehensive implementation of career education. The Phasing In Career Education Systematically Design has three basic components: (1) a component designed to sequence learner outcomes for instructional purposes, (2) a component designed to conduct a comprehensive needs assessment, and (3) a component designed to facilitate instruction through staff development activities. These components support one another such that the deletion of any one may seriously jeopardize the value of the others.

This document is an abstract of the full report regarding the total needs assessment component and the results of the effort conducted in the Garland Independent School District during the 1975-1976 school year. The full needs assessment report contains the specific questions developed to assist district personnel in analyzing the present status of their career education effort as well as a description of the instruments used to obtain the information found in this report, and detailed descriptions and discussions of the result presented briefly in this abstract.

PART II TEACHER DATA

A sample of two hundred teachers within the Garland Independent School District were chosen through a random selection process stratified by grade and geographical area within the district. Data was received from 167 teachers which represents a 12% sample of Garland Independent School District teachers.

The teachers knowledge of the career education effort, both at their own instructional level as well as at levels above and below their level, was reported

low across all grade levels. Most teachers indicated a low understanding of the specific career education concepts that they should be teaching, as well as a lack of knowledge about a large variety of instructional techniques to use to develop career concepts. Teachers reported a general lack of knowledge about career education resources. Teachers across all grade levels reported a lack of knowledge about the roles and responsibilities of other local educators in the district career education effort as well as a lack of understanding of the district career education philosophy. Many teachers also indicated a lack of knowledge about federal, state and local career education efforts.

Teachers across all grade levels reported using a healthy variety of teaching activities to develop career concepts. However, several teaching activities were reported as never being used by 50% or more of the teachers at various grade levels. The instructional activities were: (1) use of Region 10 Education Service Center instructional materials, (2) field trips for grades 6-12, and (3) use of educational radio and television programs for both grades K-5 and 9-12. Also, participation in assembly programs for career education was reported as not being used by 50% or more of all teachers.

The greatest amount of instructional attention invested in career development was reported by teachers in grades K and 1. Teachers in grades 7-10 reported the least amount of instructional attention while all other grades reported moderate or greater levels.

The overall comments received from Garland Independent School District teachers were positive and indicated a willingness of teachers to cooperate with the district administration in improving the local career education effort.

PART III STUDENT DATA

A 12% (N = 267) sample of eighth grade students and a 10% (N = 155) sample of eleventh grade students were chosen from the Garland Independent School District

through class period assignments. Classes were chosen randomly by grade from required courses. The eighth grade sample contained only students from the regular group while the eleventh grade sample was selected from the regular group with one class included from both the basic and exceptional groups. The CEMS Survey Test was administered to all students selected.

All fifth grade teachers, except those who had completed the career assessment inventory reported previously, were asked to rate specific accomplishments of their students upon entering their class. The sample consisted of 41 teachers.

The criterion for acceptable student mastery was set at 70% for the eighth grade students and 90% for the ninth grade students at each campus. Several career education sub-categories had no secondary campus demonstrate criterion, namely: Ia - Goal Setting, Ib - Decision Making, IVb - Appreciation of Quality Work, and VIIIC - Supply and Demand. One secondary campus demonstrated criterion on VIIb - Responsibility Toward Society and Community, and VIIC - Attitudes and Behavior Toward Community and Society. All secondary schools demonstrated criterion on VIIa - Responsibility at Work Environment. Eleven career education sub-categories (69%) had less than 50% of the middle or junior high schools demonstrate criterion, these were: Ia - Goal Setting, Ib - Decision Making, II - Career and Occupation Information, IVb - Appreciation of Quality Work, Vb - Group Dynamic Skills, VIIb - Responsibility Toward Community and Society, VIIC - Attitude and Behaviors Toward Community and Society, VIIa - Technical and Job Specialization Skills, VIIb - Use of Money and Resources, VIIIC - Supply and Demand, and IX - Education and Career Opportunity Relationships.

One junior high school demonstrated criterion on all career education categories while another junior high school failed to demonstrate criterion on any career education sub-category.

Fifth grade teachers reported the least level of attainment of their students in categories V - Relationship and Group Dynamic Skills, IV - Attitude and Appreciation Toward Work, II - Career and Occupation Information, and I - Goal Setting and Decision Making. All other categories were reported as having moderate to high levels of student achievement with the highest level reported for category III - Job Acquisition and Retention Skills as measured by the student's ability to demonstrate use of the telephone.

PART IV DISTRICT ADMINISTRATOR DATA

Ten district administrators were chosen to participate in the needs assessment on the basis of their direct responsibility for instruction. These ten included some teaching-supervisory staff who were chosen at random. In addition, 25% (N = 10) sample of building principals was also chosen at random from the district.

District administrators reported a lack of understanding by the district staff of the local philosophy for career education. Administrator reports of community awareness of the district philosophy varied from no awareness at all to a vague, general understanding. Similarly, administrators reported the lack of a common local definition for career education among the district professional staff.

Estimates by administrators of teachers who incorporated career education concepts in their instruction varied from 20% to 30%. A general consensus was reported by administrators that teachers did not understand their role and responsibilities in career education.

While central administrators were aware of a person in charge of career education, there was much less certainty about such a person at the campus level; confusion was expressed about the specific responsibilities of such a person.

Although curriculum guides were reported to be available, administrators indicated that these curriculum guides did not include career education material. Specific career concepts were reported included in the current curriculum guides only for upper grades through the VOE programs.

Administrator comments included the suggestions for additional resources to be committed to career education, the rewriting of present curriculum guides and increase the involvement with the community at large in the district career education effort.

PART V EMPLOYER DATA

Ten employers each of whom had employed a total of ten or more Garland Independent School District graduates or students were interviewed. These employers held positions ranging from vice-president to office manager.

Employers reported students as generally able to do good work while cautious to apply their resourcefulness to solve a work related problem. Students were seen as persistent, receptive to training and able to complete a job if given the proper supervision. Students were reported to have basic skills in selective areas even though specific job and technical skills were seen as weak.

The employer reports of the student's ability to recognize their effect on others varied, although in general employers reported students as able to work well with other employees.

PART VI RECOMMENDATIONS

From the data presented in the full needs assessment report, seven recommendations were rendered. These are as follows:

1. Adopt a formal district definition for career education through the involvement of the community at large.
2. Establish an annual budget and allow monies to support the acquisition and utilization of career education materials and resources.

3. Improve coordination of career development efforts across grade levels.
4. Adopt specific definitions of the roles and responsibilities of local district educators at the central and campus level regarding career education.
5. Proceed with the incorporation of specific career education concepts in the local district curriculum and instruction through the foundation already provided in the PICES Project.
6. Provide the district instructional staff with a description of resources available for use in developing career education concepts including; local educational radio and television programs, resource persons within the community for use in career development, materials from Region 10 Education Service Center, and where applicable, provide the procedures required to use same.
7. Provide information about local, state and federal career education efforts to the teaching staff as well as an opportunity for the exchange of career concepts.

CAREER EDUCATION
IN THE

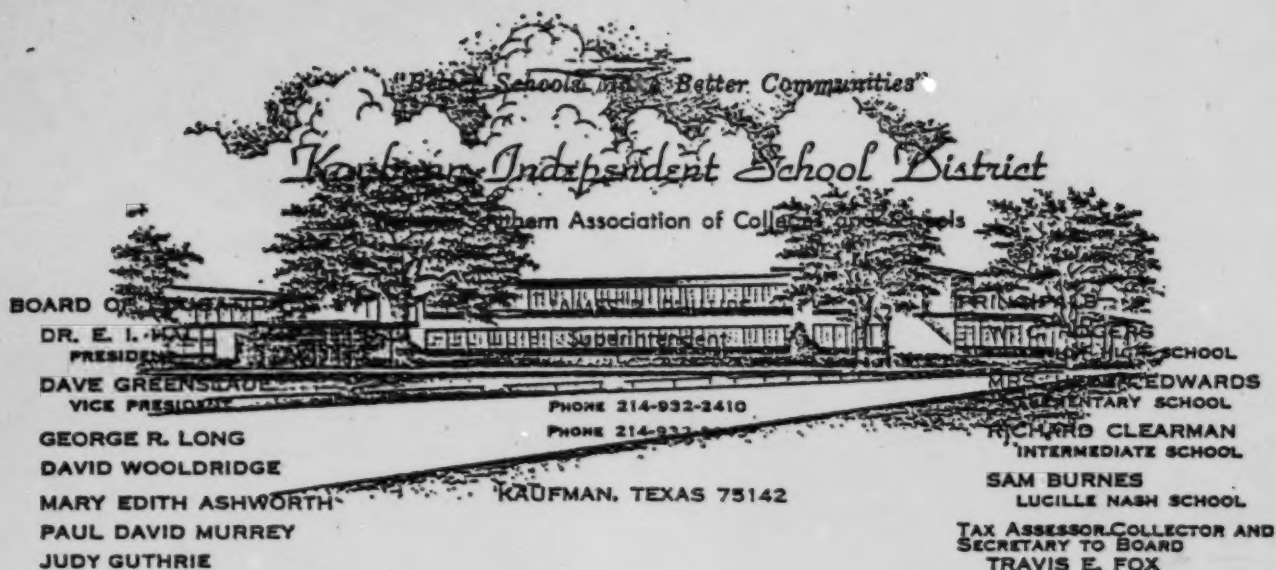
KAUFMAN INDEPENDENT SCHOOL DISTRICT

An Abstract of
COMPREHENSIVE NEEDS ASSESSMENT EFFORT

Conducted During 1975—1976

In Cooperation with the

Region 10 Education Service Center



DATE: April 1, 1976

To: Local District Personnel and Other Interested Parties

FROM: Mr. J.R. Phillips, Superintendent

SUBJECT: Abstract of the Results of a Comprehensive Needs Assessment of
of Career Education in the Kaufman Independent School District

This document represents, in abbreviated form, the results of a comprehensive needs assessment of career education in the Kaufman Independent School District. Conducted during the 1975-1976 operational year, the needs assessment effort included the generation of data from local teachers, administrators, students, and community members at large.

The district administration feels that the information resulting from this effort will be of invaluable assistance in providing direction for the implementation of comprehensive career education, grades K-12, for students in our district.

Multiple copies of this abstract have been disseminated throughout our district and community. The distribution is intended to communicate the results of the project and to let individuals participating in the effort know that their contributions were in fact productive. Any person desiring more detailed information in this regard is encouraged to call the central administration office and schedule a time to review the full report.

I hereby acknowledge the contributions made by each and every person participating in this effort. Also, please accept my sincere thanks for your conscientious efforts.

In conclusion, I would like to express appreciation to personnel from the Region 10 Education Service Center for their assistance in all phases of this effort.

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PART I INTRODUCTION

The Career Education Office of Region 10 Education Service Center has developed and implemented a program designed to assist school districts in moving sequentially toward a comprehensive implementation of career education. The Phasing In Career Education Systematically Design has three basic components: (1) a component designed to sequence instruction, (2) a component designed to conduct a comprehensive needs assessment, and (3) a component designed to facilitate instruction through staff developmental activities. These components support one another such that the deletion of any one may seriously jeopardize the value of the others.

This document is an abstract of the full report for the needs assessment component and the results of the same conducted in the Kaufman Independent School District during the 1975-1976 school year. The full needs assessment report contains the specific questions developed to assist district personnel in analyzing the present status of their career education effort, as well as a description of the instruments used to obtain the information found in this report and detailed descriptions and discussions of the results presented briefly in this abstract.

PART II TEACHER DATA

All teachers in the Kaufman Independent School District were asked to participate in the needs assessment effort. Data were received for 79% (N = 65) of the I.I.S.D. teaching staff.

Teachers in all grade levels reported a lack of knowledge about the efforts that teachers in other grade levels have made to develop career concepts. Teachers also indicated a general lack of knowledge about specific career

education materials, as well as local, state and national career education efforts.

Teachers reported using a variety of teaching activities in all grades. Half or more of all teachers indicated that they did not use either radio or television programs or participation in assembly programs as a career development activity. The majority of secondary teachers reported never using career education materials from Education Service Center Region 10. Most elementary teachers indicated that they did not use field trips in promoting the development of career education concepts in students. The majority of teachers in grades 6 - 8 reported that they never used resource persons as a learning activity.

All teachers reported a moderate degree of instructional attention invested in the development of career concepts. The highest degree of instructional attention devoted to career education concepts was reported for grades K, I and 12.

Comments received by K.I.S.D. teachers were generally favorable toward career education. Comments indicated that teachers were confused about both the district definition and philosophy for career education. Teachers expressed a need for career concepts to be included in the local curriculum guides.

PART III STUDENT DATA

All students in both the eighth and eleventh grades were asked to participate. The C.E.M.S. Survey Test was administered to 99% (N = 89) of the eighth grade students and 92% (N = 126) of the eleventh grade students.

All fifth grade teachers (N = 4) rated specific accomplishments of their students upon entering their class.

The criterion for acceptable mastery of each career education category was set at 70% for the eighth grade level and 90% for the eleventh grade level. Test sub-categories in which both the eighth grade and eleventh grade students

failed to demonstrate criterion mastery were: I - Goal Setting and Decision Making, II - Career and Occupation Information, VIII - Economic Factors Influencing Career Opportunity, and IX - Education or Career Opportunity Relationships. In addition to the categories previously cited, eighth grade students failed to demonstrate criterion mastery on: IVb - Appreciation of Quality Work, Vb - Group Dynamic Skills, VIIc - Attitudes Toward Society and Community. Eleventh grade students also failed to demonstrate criterion mastery on test sub-categories IVa - Attitude Toward Work and VIIb - Responsibility Toward Society and Community. Two sub-categories, Ia and IVb, had less than 70% of the eleventh grade students demonstrate mastery as measured by the C.E.M.S., while five sub-categories, Ib, II, IIIc, IIb and VIIIc, had 50% or less eighth grade students demonstrate mastery. Overall, these findings indicate that the existing instructional program, at best, is moderately effective in terms of promoting student mastery of salient career education concepts or materials as measured by the C.E.M.S.

The attainment of career education learner outcomes as rated by their fifth grade teachers was generally low. Those categories which received a low mean response were I - Goal Setting and Decision Making, II - Career and Occupation Information, III - Job Acquisition and Retention Skills, IV - Attitude and Appreciation Toward Work, VI - Self Understanding and Investment in Career, and VII - Responsibility, Attitude and Behavior Toward Society and Community. These findings indicate that more emphasis is needed on the development of career education learner outcomes prior to the fifth grade.

PART IV DISTRICT ADMINISTRATOR DATA

All district administrators were asked to participate in the needs assessment. Four principals and the general superintendent were interviewed.

District administrators reported that the development of a local formal philosophy for career education was in progress through the P.I.C.E.S. Project.

Administrator estimates of the involvement of the district staff in the implementation of career education, ranged from 20% to 75%. Teachers were seen as understanding their roles and responsibilities in the local career education effort although the administrators reported the lack of a common definition of career education among teachers.

Administrators indicated that no single person was assigned specific responsibilities and duties for career education. Staff development efforts were reported as having very little focus on career education. Administrators indicated that career education concepts were not included in current curriculum guides, and a shortage of resources for career education materials was also indicated.

A general consensus among administrators was that little or no community involvement with the district existed in the development of the career education philosophy.

Administrator comments included many specific suggestions, such as re-writing of present curriculum guides to include specific career education concepts, establishment of a resource file for career education, and emphasize the use of field trips and resource persons in the local career education effort. In general, administrator comments were positive.

PART V EMPLOYER DATA

Seven employers were interviewed who had employed some students, dropouts and graduates of K.I.S.D. Employers interviewed held positions ranging from the president of a local company to a store manager.

Employers reported students as able to do fairly good work even though initially unprepared in specific grade skills. Students were seen as punctual and able to take instructions and learn. Reading, writing and computation skills were reported as adequate while interview skills and mechanical skills were perceived by employers as being limited.

Employers reported students as able to work well with supervision and adhere to safety rules. Students were seen as sensitive to others, able to accept criticism, willing to compromise when necessary, and able to work well with others.

Employer comments included specific suggestions of things to be included in the career education effort. Many employers invited and encouraged school classes at all levels to visit their businesses and plant sites.

PART VI RECOMMENDATIONS

1. Complete the formal district philosophy of career education and define the district career education effort through district involvement with the community at large.
2. Assign individuals at the central and campus level specific responsibilities and duties relating to the district career education effort.
3. Establish an annual career education budget and allocate monies to support the acquisition and utilization of career education materials and field trips.
4. Proceed with the incorporation of specific career education concepts into the local district's curriculum and instruction. The foundation for addressing this recommendation presently exists as a result of the sequencing activities conducted as a part of the P.I.C.E.S. Project.
5. Emphasize the development of career education concepts in grades 10 and 11.
6. Create a career education resource file which includes information about local community people for use as resource

people, plant sites and field trip locations, local educational radio and television programs, career education materials from ESC Region 10, and where applicable, the procedures necessary to use same.

7. Initiate a staff development series focused on career education and providing for the interchange of ideas among the teaching staff.
8. Provide information to teachers about federal, state, and local career education efforts.

CAREER EDUCATION
IN THE

ROYSE CITY
INDEPENDENT SCHOOL DISTRICT

An Abstract of
A COMPREHENSIVE NEEDS ASSESSMENT EFFORT

Conducted During 1975—1976

In Cooperation with the
Region 10 Education Service Center,

ROYSE CITY PUBLIC SCHOOLS

JAMES F. HOLT, SUPERINTENDENT

ROYSE CITY, TEXAS 75089

BOARD MEMBERS:

KENNETH BAILEY
MARVIN GOODWIN
M. CAVINESS
DWIN E. HELLODY

BOARD OFFICERS:

G. W. PEOPLES, JR. PRESIDENT
JOE EVANS, VICE-PRESIDENT
KENNETH HOWELL, SECRETARY

DATE: April 1, 1976

To: Local District Personnel and Other Interested Parties

FROM: Mr. James F. Holt, Superintendent

SUBJECT: Abstract of the Results of a Comprehensive Needs Assessment of
of Career Education in the Royse City Independent School
District

This document represents, in abbreviated form, the results of a comprehensive needs assessment of career education in the Royse City Independent School District. Conducted during the 1975-1976 operational year, the needs assessment effort included the generation of data from local teachers, administrators, students, and community members at large.

The district administration feels that the information resulting from this effort will be of invaluable assistance in providing direction for the implementation of comprehensive career education, grades K-12, for students in our district.

Multiple copies of this abstract have been disseminated throughout our district and community. The distribution is intended to communicate the results of the project and to let individuals participating in the effort know that their contributions were in fact productive. Any person desiring more detailed information in this regard is encouraged to call the central administration office and schedule a time to review the full report.

I hereby acknowledge the contributions made by each and every person participating in this effort. Also, please accept my sincere thanks for your conscientious efforts.

In conclusion, I would like to express appreciation to personnel from the Region 10 Education Service Center for their assistance in all phases of this effort.

PART I INTRODUCTION

The Career Education Office of Region 10 Education Service Center has developed and implemented a program designed to assist school districts in moving sequentially toward a comprehensive implementation of career education. The Phasing In Career Education Systematically Design has three basic components: (1) a component designed to sequence instruction, (2) a component designed to conduct a comprehensive needs assessment, and (3) a component designed to facilitate instruction through staff development activities. These components support one another such that the deletion of any one may seriously jeopardize the value of the others.

This document is an abstract of the full report for the needs assessment component and the results of the same conducted in the Royse City Independent School District during the 1975 - 1976 school year. The full needs assessment report contains the specific questions developed to assist district personnel in analyzing the present status of their career education effort, as well as a description of the instruments used to obtain the information found in this report, and detailed descriptions and discussions of the results presented briefly in this abstract.

PART II TEACHER DATA

All teachers in the Royse City Independent School District were asked to participate in the needs assessment. Data was received from 27 teachers which represents a 93% sample of teachers in the district.

Teachers across all grade levels reported a high understanding of career education in general and the rationale that supports career education. However, teachers in general indicated a lack of knowledge about the status

of career education at the federal, state and local levels as well as a lack of understanding of the local district philosophy for career education. Teachers reported a lack of knowledge about the efforts to develop career concepts that were being made by other district teachers both at their grade level and at grade levels above and below their grade. A lack of knowledge about the roles and responsibilities of other local educators in the district career education effort was also indicated. Teachers in general indicated a lack of knowledge about both specific career education instructional materials and people in the community who would serve as career education resource people. Teachers in grades K - 6 indicated a lack of understanding of (1) procedures required to obtain career education materials, (2) resource people, and (3) local procedures necessary for taking a field trip as well as a lack of knowledge about field trip sites. Teachers in grades K - 6 indicated a lack of understanding about how to use a variety of teaching techniques for career education, while teachers in grades 7 - 12 reported a lack of understanding about how to infuse career education into their subject matter.

The majority of teachers across all grades reported using several instructional activities once a year or less. These activities were: (1) interviews, (2) debates, (3) skits or plays, (4) field trips, (5) radio and television programs and (6) participation in assembly programs. The majority of elementary teachers, grades K - 6, reported using resource persons only once a year or less while the majority of secondary teachers, grades 7 - 12, reported using displays or exhibits only once a year or less. All teachers reported heavy usage of workbooks and skill sheets, which would seem inappropriate for the secondary grades. Many secondary teachers also reported daily, weekly, or monthly usage of storytelling.

Teachers across all grades reported moderate levels of instructional attention used for career education. Degree of attention devoted to career education varied from moderate to extensive with the largest amount of instructional attention used for career education reported in grades K, 2 and 10.

Two teachers, 7% of the teacher sample, submitted comments. Both comments were positive; however, previous experience with this instrument has yielded a teacher comment rate of from 15 to 50 percent. This low number of comments from teachers is open to interpretation.

PART III STUDENT DATA

All students in the eighth and eleventh grade were asked to take the C.E.M.S. Survey Test. The test was administered to 49 eighth grade students and 27 eleventh grade students which represents an 84% and 66% sample respectively. Five fifth grade teachers, 84%, rated specific accomplishments of their students upon entering their class.

The criterion for acceptable mastery for each career education category and sub-category was set at 70% for the eighth grade and 90% for the eleventh grade. Eleventh grade students failed to demonstrate criterion on any career education category or sub-category. Eighth grade students demonstrated criterion on six of the sixteen career education categories and sub-categories. These six categories were: (1) III - Job Acquisition and Retention Skills, (2) IVa - Attitude Toward Work, (3) Va - Relationship Skills, (4) Vb - Group Dynamic Skills, (5) VI - Self Understanding and Investigation of Career, and (6) VIIa - Responsibility at Work Environment. Less than 70% of the students in the eighth grade and the eleventh grade attained mastery in ten career education categories or sub-categories. Overall, these findings indicate that the existing instructional program is,

at best, moderately effective in terms of promoting student mastery of career education concepts or materials as measured by the C.E.M.S. Survey Test.

The range of mean perceptions of teachers about their students' mastery of career education learner outcomes upon entering their class varied from 1.6 to 2.7 on a five point scale. Most category means fell in the range of 2.0 to 2.7, with only category II falling below the 2.0 level. All categories received responses below 3.0. These findings indicate that fifth grade teachers see their students' accomplishments of career education learner outcomes as weak. These results suggest that the existing instructional program is marginally effective in terms of producing student mastery of career education learner outcomes prior to the fifth grade.

PART IV DISTRICT ADMINISTRATOR DATA

All administrators in the district were asked to participate in the needs assessment. Interview data were collected from one central administrator and three campus administrators. Two of the campus administrators interviewed were half-time administrators and half-time teachers.

Administrators agreed that, although there was a lack of understanding of the district philosophy for career education among the district staff and the community, the district had a formal philosophy for career education.

District administrators agreed that one person had been assigned the responsibility for the career education effort. The other major responsibilities assigned to this person was the principalship of the high school. Estimates of teacher participation in the local career education effort varied from 0% to 15%. Teachers were characterized by administrators as not understanding

career education in general, and as not understanding both their roles and responsibilities in career education. Administrators perceived teachers as not receptive to the district career education effort.

No secondary curriculum guides were reported available as they had been destroyed by fire, and it was indicated that no specific career education concepts were included in the elementary curriculum guides. Administrators indicated that specific career concepts have been developed for specific grade levels through the PICES project.

Staff development activities focused on career education were reported in progress. These activities were designed to develop teacher self-awareness of career education.

Administrators indicated that, in general, there was no community involvement in the district career education effort. Part-time employment of some students was reported as the major area of community participation with the district career education effort.

Administrator comments were generally positive about both the district career education effort and the participation of the district staff in the local career education effort. Several suggestions were made by administrators which included increasing community participation in the planning and implementation of the local career education effort, and the development of a resource base for career education which would include both resource people and materials for career education.

PART V EMPLOYER DATA

Employers were selected who had employed either students, dropouts or graduates of the district. Six employers were interviewed who held positions ranging from a local bank officer to manager of a local store.

Employers characterized students as generally not having adequate specific job skills when they were hired, although the students could produce quality work after they had been trained. Students were generally seen as not able to work well without supervision nor able to plan their work. Mechanical, reading and writing skills were generally reported as acceptable.

Students were reported as punctual and willing to obey safety rules. Employers were equally divided with respect to the students' ability to work well with others, although students were seen as able to take criticism and generally supportive of their employers.

Students were not seen as able to meet the public effectively. Students were reported as generally not able to manage their personal affairs, nor able to demonstrate good aspirations about their work or career.

Employers suggested that the district place more emphasis on discipline and the development of economic awareness in the students. Also suggested was the development of favorable attitudes toward work in district students.

PART VI RECOMMENDATIONS

From the data in the full needs assessment report seven recommendations were rendered. These are as follows:

1. Disseminate the formal district philosophy of career education throughout the professional staff.
 2. Proceed with the incorporation of specific career education concepts into the local district's curriculum and instruction.
- The foundation for addressing this recommendation presently exists

50
as a result of the sequencing activities conducted as a part of the PICES project.

3. Create a career education resource file which includes career education materials and information about both local people available for use as career education resource people and local field trip sites; and, where applicable, the procedures required to use the same.
4. Review career education teaching activities in use at each grade level and emphasize the use of appropriate career education teaching techniques.
5. Disseminate information throughout the district teaching staff regarding local educational radio and television programs for career education, and federal, state, and local career education efforts.
6. Improve the coordination of career development efforts both with teachers across the same level and with teachers in grade levels above and below.
7. Continue staff development efforts focused on career education and provide an opportunity for the instructional staff to exchange information about techniques and concepts relating to career education.

**CAREER EDUCATION
IN THE
WILMER-HUTCHINS
INDEPENDENT SCHOOL DISTRICT**

**An Abstract of
A COMPREHENSIVE NEEDS ASSESSMENT EFFORT**

Conducted During 1975-1976

**In Cooperation with the
Region 10 Education Service Center.**

Wilmer-Hutchins Independent School District

3820 EAST ILLINOIS AVENUE
DALLAS, TEXAS 75216
214 / 376-5444

CARL McMILLAN
SUPERINTENDENT

DATE: April 1, 1976
To: Local District Personnel and Other Interested Parties
FROM: Mr. Carl McMillan, Superintendent
SUBJECT: Abstract of the Results of a Comprehensive Needs Assessment of
of Career Education in the Wilmer-Hutchins Independent School
District

This document represents, in abbreviated form, the results of a comprehensive needs assessment of career education in the Wilmer-Hutchins Independent School District. Conducted during the 1975-1976 operational year, the needs assessment effort included the generation of data from local teachers, administrators, students, and community members at large.

The district administration feels that the information resulting from this effort will be of invaluable assistance in providing direction for the implementation of comprehensive career education, grades K-12, for students in our district.

Multiple copies of this abstract have been disseminated throughout our district and community. The distribution is intended to communicate the results of the project and to let individuals participating in the effort know that their contributions were in fact productive. Any person desiring more detailed information in this regard is encouraged to call the central administration office and schedule a time to review the full report.

I hereby acknowledge the contributions made by each and every person participating in this effort. Also, please accept my sincere thanks for your conscientious efforts.

In conclusion, I would like to express appreciation to personnel from the Region 10 Education Service Center for their assistance in all phases of this effort.

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PART I INTRODUCTION

The Career Education Office of Region 10 Education Service Center has developed and implemented a program designed to assist school districts in moving sequentially toward a comprehensive implementation of career education. The Phasing In Career Education Systematically Design has three basic components: (1) a component designed to sequence instruction, (2) a component designed to conduct a comprehensive needs assessment, and (3) a component designed to facilitate instruction through staff development activities. These components support one another such that the deletion of any one may seriously jeopardize the value of the others.

This document is an abstract of the full report for the needs assessment component and the results of the same conducted in the Wilmer Hutchins Independent School District during the 1975-1976 school year. The full needs assessment report contains the specific questions developed to assist district personnel in analyzing the present status of their career education effort as well as a description of the instruments used to obtain the information found in this report, and detailed descriptions and discussions of the results presented briefly in this abstract.

PART II TEACHER DATA

All teachers in the Wilmer Hutchins Independent School District were asked to participate in the needs assessment. Data were collected and analyzed for 169 teachers which represents a 74% sample of the district teachers.

Teachers across all grades reported a lack of knowledge about what teachers at grade levels above and below their level were doing to develop career education concepts, while teachers of grades 7 - 8 also indicated a lack of understanding of what other teachers at their own grade level were doing in the

area of career education. Teachers in the lower grades, K through 8, reported a lack of information about the status of career education on the local, state and federal levels. Teachers in the higher grades, 7 through 12, indicated a lack of knowledge of people in the community who would serve as career education resource people.

More than half of the teachers in grades 7 and 8, 54.8%, reported using creative writing or theme writing only once a year or less. In the upper grades, 7 through 12, most teachers, 69.7%, reported using games on a daily, weekly or monthly basis while 72.6% reported using skill sheets or workbooks as a daily, weekly or monthly teaching activity. Of high school teachers, grades 9 - 12, 57.2%, reported using storytelling as a daily, weekly or monthly teaching activity. Of teachers in the lower grades, K-6, 88.18% reported using both field trips and resource people only once a year or less. Most teachers, 87.01%, in the K-6 grade levels reported using lectures as a daily, weekly or monthly teaching activity.

Teachers across most grade levels reported moderate to high levels of instructional attention devoted to the development of career education concepts. The exceptions to this were found in grades 10 and 12 where teachers reported low degrees of instructional attention devoted to career education.

Teacher comments were positive and of a constructive nature. Some teacher suggestions were that the district establish an occupations course at the high school level as an elective which would be taught by a teacher especially trained in the area of career education, provide a resource file on career education and include career education concepts in the present district curriculum guides. Teacher comments indicated a general willingness to cooperate with the district in its career education effort.

PART III STUDENT DATA

All students in grades 8 and 11 were asked to take the C.E.M.S. Survey Test. Test data were received for 109 eighth grade students and 93 eleventh grade students. This represents a sample of 28% and 35% respectively. All fifth grade teachers were asked to rate the specific accomplishments of students upon entering their class. The number of participating teachers was 14, which represents an 88% sample.

The criterion for acceptable mastery of each career education category and sub-category was set at 70% for the eighth grade and 90% for the eleventh grade. The criterion was not demonstrated for any career education category or sub-category by the eleventh grade. Only one category, III, and one sub-category, IVa, had criterion demonstrated by the eighth grade. Ten of the sixteen career education categories and sub-categories had less than 60% of students in the eighth grade and 70% of eleventh grade students achieve mastery as measured by the C.E.M.S. Survey Test. Six sub-categories had less than half the eighth grade students attain mastery while five sub-categories had less than half the eleventh grade students attain mastery. These findings suggest that the present instructional program is not effective in terms of promoting student mastery of career education concepts and material as measured by the C.E.M.S. Survey Test.

Fifth grade teachers reported moderate levels of student accomplishment of career education categories. The mean category response varied from a low of 2.9 in category V to a high of 3.4 in category II on a five point scale where 3 is moderate.

PART IV DISTRICT ADMINISTRATOR DATA

All district administrators were asked to participate in the needs assessment. Three central administrators, seven principals and five assistant

principals were interviewed.

Administrators reported that no formal philosophy for career education had been stated by the district. Administrators agreed that the district philosophy should be easily understood and receive wholehearted support from both the district and the community.

The campus administrators reported that there was no one available at the central administrative level who had been charged with career education responsibilities. Central administrators reported a single person at the central level responsible for career education, although this person was also reported to have many other duties and responsibilities. The primary person responsible for career education was reported to be the campus administrators. While campus administrators indicated that they were aware of this responsibility, they expressed confusion about their specific duties relating to career education.

Estimates of teacher involvement in the district career education effort ranged from 10% to 95%. Teachers were seen by administrators as understanding their role in career education but, hampered by a lack of district structure, they were not able to teach career concepts effectively. In addition administrators reported no staff development time was focused on career education nor are career concepts incorporated in the present curriculum guides.

Administrators reported that, in general, there has been no community involvement in developing the district career education effort. Overall community participation was reported limited to field trips and parent day. Administrators stressed a successful field trip program; however, most teachers, 87.4%, had reported taking one or less field trips per year in section II.

Administrator comments and suggestions were generally positive. Among the suggestions made by administrators was the recommendation to define a

district philosophy of career education based on district needs. Several administrators suggested the appointment of an assistant superintendent in charge of curriculum and instruction. Suggestions also included writing career concepts into the present curriculum guides and adding a course of instruction about "pure" career education.

PART V EMPLOYER DATA

Questions related to employers were not answered due to a lack of data. Two employers were interviewed who could answer questions related to Wilmer-Hutchins Independent School District students; and one of these two employers did not feel able to respond to all of the interview questions.

These findings indicate a lack of communication between Wilmer-Hutchins Independent School District and the business community, and suggest inadequate follow-up procedures with respect to students and graduates.

PART VI RECOMMENDATIONS

1. Develop a formal district philosophy for career education with participation in planning the district career education effort from the community at large, parents, students and the business community.
2. Review and emphasize appropriate career education teaching activities at each grade level.
3. Increase the emphasis on the development of career education concepts in grades 10 and 12.
4. Assign specific individuals clearly defined career education duties and responsibilities at both the campus and central level.
5. Implement staff development series on career education which

would provide for the exchange of information between teachers both at their own grade level and at grade levels above and below.

6. Proceed with the incorporation of specific career education concepts into the local district's curriculum and instruction. The foundation for addressing this recommendation presently exists as a result of the sequencing activities conducted as a part of the PICES Project.
7. Compile a career education resource file which includes the identification of community resource people, instructional materials for career education and field trip locations.
8. Compile information about local, state and federal career education efforts and disseminate this information to the instructional staff.

APPENDIX D
REVISED SEQUENCING ACTIVITY TIMELINE
INSTRUMENTATION AND DATA TABULATION FORMS
FOR
SEQUENCING CAREER EDUCATION LEARNER OUTCOMES
FINAL REPORT OF SEQUENCING CAREER EDUCATION
INSTRUCTION
FOR
ROYSE CITY I.S.D.

REVISED SEQUENCING ACTIVITY TIMELINE

District: _____

ACTIVITY NUMBER	ACTIVITY	TARGET COMPLETION DATE	DATE COMPLETED
1	Conduct initial meeting with Career Education Teams	October 10	_____
2	Conduct initial meeting with respondents to begin sequencing instrument #1 (Phase I)	October 17	_____
3	Collect completed copies of the sequencing instrument (Phase I)	October 20	_____
4	Key punch and computer treat Phase I data	October 30	_____
5	Prepare report of Phase I data	November 3	_____
6	Conduct meeting with D.C. to finalize grade placement of L.O.s	November 7	_____
7	Prepare instrument for Phase #2 curriculum area placement using grade placement from Phase #1	November 14	_____
8	Make group assignments to grade level teams for respondents of Phase #2	November 14	_____
9	Conduct meeting for Phase #2 Respondents	November 21	_____
10	Collect completed copies of sequencing instrument (Phase #2)	November 21	_____
11	Key punch and computer treat Phase II data	November 28	_____
12	Prepare report of Phase II data	December 2	_____
13	Conduct meeting with D.C. to finalize curriculum area placement	December 5	_____
14	Conduct meeting with subject matter specialists to make course assignments, where necessary	December 9	_____

APPENDIX D

Revised Sequencing Activity Timeline
(Page 2, cont.)

ACTIVITY NUMBER	ACTIVITY	TARGET COMPLETION DATE	DATE COMPLETED
15	Select L.O.s for appropriate grade cluster for your district	December 10	
16	Select cluster teaching personnel to teach those L.O. s selected	December 10	
17	Conduct first curriculum development session with cluster teaching personnel	December 12	
254			255

CAREER EDUCATION
LEARNER OUTCOME VALIDATION AND GRADE PLACEMENT INSTRUMENT

District APPENDIX D
Name _____ Grade _____

DIRECTIONS: Please follow the steps presented below in completing this instrument.

Step One: Read the definitions for (1) Career Education, (2) Introduce, (3) Develop, and (4) Emphasize as presented under DEFINITIONS. These definitions have been adopted for the purpose of career education in this district.

Step Two: Read the first learner outcome (number 1.01) and decide if you feel this learner outcome is appropriate for students in our district as it relates to the district definition of career education. Indicate your feeling by checking either the "yes" or "no" in the appropriateness column. If you check "no", move to the next learner outcome. If you check "yes" follow Step Three directions.

Step Three: Having checked "yes" in the appropriateness column, you should now enter the specific grade level at which you feel the learner outcome should be introduced, developed, and/or emphasized. Responses in the Introduce, Develop, and Emphasize columns are limited to those persons presently teaching at a grade level within the range specified in each column. For example on learner outcome 1.01 a third grade teacher should respond only to the Introduce column, whereas, a person teaching at the eighth grade level should respond to the Develop and Emphasize columns on the same learner outcome.

Step Four: Repeat Step Two, and Step Three when applicable, for each learner outcome presented.

DEFINITIONS:

Career Education- The totality of experience through which one learns about and prepares to engage in work as part of her or his way of living.

Introduce - The process of acquainting students with a learner outcome or a portion of the outcome for the first time.

Develop - The process of clarifying, for the student, the learner outcome or portion of the outcome by degrees.

Emphasize - The process of intensifying the focus of a learner outcome or its parts to produce in-depth understanding by the student.

RESPONSE SECTION

LEARNER OUTCOME			APPROPRIATENESS		GRADE LEVEL		
					INTRODUCE	DEVELOP	EMPHASIZE
[1-3] 1.01	Ability to define the term "goal".		Yes [1] ☒	No [2] ☐	2-5	4-8	6-9
			[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 1.02	Ability to apply decision-making steps to solving personal problems and career choice.				4-7	7-9	9-12
					[13] _____	[14] _____	[15-16] _____ [17-18] _____
[19-21] 1.03	Ability to understand the necessity for having a satisfying job when setting his career goal.				4-7	7-9	9-12
					[22] _____	[23] _____	[24-25] _____ [26-27] _____
[28-30] 1.04	Ability to understand that he will work better when he accurately matches his personal goals with his career choice.				4-7	7-9	9-12
					[31] _____	[32] _____	[33-34] _____ [35-36] _____
[37-39] 1.05	Ability to identify career directions which are available to him.				5-7	7-9	9-12
					[40] _____	[41] _____	[42-43] _____ [44-45] _____
[46-48] 1.06	Ability to identify sources to help in forecasting demand for career choice.				6-8	7-9	9-12
					[49] _____	[50] _____	[51-52] _____ [53-54] _____
[55-57] 1.07	Ability to use own resourcefulness to solve personal problems related to his career choice.		256		6-8	7-10	9-12
					[58] _____	[59] _____	[60-61] _____ [62-63] _____

LEARNER OUTCOME		APPROPRIATENESS	GRADE LEVEL		
			INTRODUCE	DEVELOP	EMPHASIZE
[64-66] 1.08	Realization that he will benefit from talking to parents, friends, neighbors about jobs.	Yes 1	K-4	4-7	7-9
		No 2			
[64-66] 1.08	Realization that he will benefit from talking to parents, friends, neighbors about jobs.	[67] ___	[68] ___	[69-70] ___	[71-72] ___ [79-80] 0 1
[1-3] 1.09	Ability to make purchases only after he is able to pay and therefore does not damage credit.		3-7	7-10	10-12
		[4] ___	[5] ___	[6-7] ___	[8-9] ___
[10-12] 1.10	Realization that he can request assistance from others and use sources of information.		4-7	6-9	7-11
		[13] ___	[14] ___	[15-16] ___	[17-18] ___
[19-21] 1.11	Understanding that assistance for financial aid could be secured through counselors.		7-9	8-10	9-12
		[22] ___	[23] ___	[24-25] ___	[26-27] ___
[28-30] 1.12	Realization that many factors determine lifestyle such as income, culture, value system and career.		K-4	4-9	9-12
		[31] ___	[32] ___	[33-34] ___	[35-36] ___
[37-39] 2.01	Derives benefit from talking with qualified people working in areas of interest to student.		K-7	7-9	9-12
		[40] ___	[41] ___	[42-43] ___	[44-45] ___
[46-48] 2.02	Seek out knowledge about supply and demand for occupations before making choice.		3-7	7-10	9-12
		[49] ___	[50] ___	[51-52] ___	[53-54] ___
[55-57] 2.03	Ability to describe worker qualifications for specific jobs related to his particular choice of career direction.		4-8	7-9	9-12
		[58] ___	[59] ___	[60-61] ___	[62-63] ___
[64-66] 2.04	Ability to identify job categories in which he has interest.		5-7	7-10	9-12
		[67] ___	[68] ___	[69-70] ___	[71-72] ___ [79-80] 0 1
[1-3] 2.05	Ability to identify and locate information about jobs.		6-8	7-9	8-10
		[4] ___	[5] ___	[6-7] ___	[8-9] ___
[10-12] 2.06	Realize employment worker benefits available.		5-8	7-10	9-12
		[13] ___	[14] ___	[15-16] ___	[17-18] ___
[19-21] 2.07	Understanding of job characteristics.		3-7	7-9	9-12
		[22] ___	[23] ___	[24-25] ___	[26-27] ___
[28-30] 2.08	Understanding of time clocks and their use.		1-5	4-8	7-11
		[31] ___	[32] ___	[33-34] ___	[35-36] ___
[37-39] 2.09	Using own career choice, student should have knowledge of entry skills and qualifications for advancement.		7-9	8-10	9-12
		[40] 257	[41] ___	[42-43] ___	[44-45] ___

LEARNER OUTCOME		APPROPRIATENESS Yes [1] No [2]	GRADE LEVEL		
			INTRODUCE	DEVELOP	EMPHASIZE
[46-48] 2.10	Be aware of various jobs he can have with same skills.	[49]	3-6	6-9	9-12
			[50]	[51-52]	[53-54]
[55-57] 2.11	Ability to find and talk to people who work in his career field.	[58]	6-8	7-10	9-12
			[59]	[60-61]	[62-63]
[64-66] 2.12	Know opportunities for advancement in his career area.	[67]	7-9	8-10	9-12
			[68]	[69-70]	[71-72] [79-80] 0
[1-3] 3.01	A sample employment application should be given student to complete properly.	[4]	5-7	7-9	9-12
			[5]	[6-7]	[8-9]
[10-12] 3.02	Ability to demonstrate that he possesses appropriate skills and information to apply for position.	[13]	6-8	8-10	10-12
			[14]	[15-16]	[17-18]
[19-21] 3.03	Ability to identify acceptable and unacceptable interview behavior.	[22]	4-7	7-9	9-12
			[23]	[24-25]	[26-27]
[28-30] 3.04	Ability to demonstrate knowledge of use of telephone.	[31]	K-4	4-8	7-9
			[32]	[33-34]	[35-36]
[37-39] 3.05	Determine time schedule for work in providing for traveling time, lunch and coffee breaks.	[40]	5-7	7-9	9-12
			[41]	[42-43]	[44-45]
[46-48] 3.06	Student should be able to determine salary by deducting day-to-day expenses.	[49]	4-7	7-9	9-12
			[50]	[51-52]	[53-54]
[55-57] 3.07	Ways to present himself in order to improve chances of success on the job should be available to student.	[58]	3-6	6-9	8-12
			[59]	[60-61]	[62-63]
[64-66] 3.08	Ability to identify basic skills he possesses to become salable in the job market.	[67]	3-6	6-9	8-12
			[68]	[69-70]	[71-72] [79-80] 0
[1-3] 3.09	Ability to identify examples of work habits and attitudes necessary for successful entry into occupation.	[4]	4-7	7-9	9-12
			[5]	[6-7]	[8-9]
[10-12] 3.10	Understanding of chances to work in supervisory capacity may necessitate beginning at lower level.	[13]	4-7	7-10	9-12
			[14]	[15-16]	[17-18]
[19-21] 4.01	Be concerned with concept of quality in relation to a task or job.	[22]	K-4	4-8	7-12
			[23]	[24-25]	[26-27]
[28-30] 4.02	Possess positive attitude toward his quality of work in given area displaying enriched self-concept.	[31]	K-4	4-8	8-12
			[32]	[33-34]	[35-36]

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
Yes 1	No 2			4-7	7-10	9-12
				[41] ____	[42-43] ____	[44-45] ____
[37-39] 4.03	Recognizes attitudes toward work are formed from various sources.	[40] ____	____			
[46-48] 4.04	Student should want to work for personal satisfaction and independence.	[49] ____	____	K-4	4-8	7-11
				[50] ____	[51-52] ____	[53-54] ____
[55-57] 4.05	Student should understand importance of staying with task until completion.	[58] ____	____	K-4	4-7	7-11
				[59] ____	[60-61] ____	[62-63] ____
[64-66] 4.06	Understanding satisfaction of how a specific task relates to finished product.	[67] ____	____	K-4	4-7	7-9
				[68] ____	[69-70] ____	[71-72] ____ [79-80] 0 5
[1-3] 4.07	Display awareness of need to experience personal satisfaction through own accomplishments.	[4] ____	____	K-4	4-7	7-12
				[5] ____	[6-7] ____	[8-9] ____
[10-12] 4.08	Display pride in his work and work products.	[13] ____	____	K-4	4-9	9-12
				[14] ____	[15-16] ____	[17-18] ____
[19-21] 4.09	Ability to give example of personal satisfaction of job well done rather than supervisor's approval.	[22] ____	____	K-4	4-7	7-11
				[23] ____	[24-25] ____	[26-27] ____
[28-30] 4.10	Understand importance of being consistent and persistent.	[31] ____	____	K-5	5-8	7-11
				[32] ____	[33-34] ____	[35-36] ____
[37-39] 4.11	Realization that work has dignity.	[40] ____	____	K-4	4-7	7-11
				[41] ____	[42-43] ____	[44-45] ____
[46-48] 4.12	Ability to exhibit patience when approaching a new learning situation.	[49] ____	____	K-4	4-7	7-11
				[50] ____	[51-52] ____	[53-54] ____
[55-57] 4.13	Communicate an understanding of need to talk or need to listen when situation warrants it.	[58] ____	____	K-5	4-8	6-9
				[59] ____	[60-61] ____	[62-63] ____
[64-66] 4.14	Student should actively plan career development and seek assistance as needed.	[67] ____	____	4-7	7-9	9-12
				[68] ____	[69-70] ____	[71-72] ____ [79-80] 0 6
[1-3] 4.15	Ability to respect authority.	[4] ____	____	K-4	4-7	7-12
				[5] ____	[6-7] ____	[8-9] ____
[10-12] 4.16	Ability to identify different attitudes toward work.	[13] ____	____	2-4	4-7	7-9
				[14] ____	[15-16] ____	[17-18] ____
[19-21] 4.17	Possess a positive attitude regarding putting in a day's work for a day's pay.	[22] ____	____	3-7	6-9	7-11
				[23] ____	[24-25] ____	[26-27] ____
[28-30] 4.18	Demonstrate development of positive attitudes toward specific occupations.	[31] ____	____	2-6	4-8	7-12
				[32] ____	[33-34] ____	[35-36] ____

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
[37-39] 4.19	Understand the need for employer to be loyal to his employees.	Yes ☒ 1	No ☐ 2	4-7	6-9	8-12
		[40] ____	____	[41] ____	[42-43] ____	[44-45] ____
[46-48] 4.20	Displays a positive attitude toward employees showing loyalty to employers.			4-7	6-9	8-12
				[49] ____	[50] ____	[51-52] ____
[55-57] 4.21	Understanding that as an employee he should comply with decisions made by other persons with legitimate authority.			4-7	7-9	9-12
				[58] ____	[59] ____	[60-61] ____
[64-66] 4.22	Understanding as an employee the need to work well with others.			K-4	4-9	9-12
				[67] ____	[68] ____	[69-70] ____
[1-3] 4.23	Recognize that everyone must work at full capacity and under pressure.			4-7	6-9	8-12
				[4] ____	[5] ____	[6-7] ____
[10-12] 4.24	Ability to list appropriate and inappropriate behaviors and attitudes for the majority of occupations.			3-6	5-8	7-10
				[13] ____	[14] ____	[15-16] ____
[19-21] 4.25	The student should understand that he is not the only one capable of doing a particular job right.			K-4	4-8	7-11
				[22] ____	[23] ____	[24-25] ____
[28-30] 5.01	Understand the benefits of attempting to solve problems on the job in a tactful manner.			1-7	7-10	9-12
				[31] ____	[32] ____	[33-34] ____
[37-39] 5.02	Understanding that being helpful on the job can be beneficial or have a negative effect.			2-7	6-10	9-12
				[40] ____	[41] ____	[42-43] ____
[46-48] 5.03	In problem work situation the student should be able to identify the principal parties involved and indicate suggestions for solving the problem.			3-7	6-10	9-12
				[49] ____	[50] ____	[51-52] ____
[55-57] 5.04	Ability to recognize degree to which he is able to interact with other people by working as a team member.			K-4	4-7	7-10
				[58] ____	[59] ____	[60-61] ____
[64-66] 5.05	Understand differences between the relationship of a worker to a superior.			K-4	4-8	7-9
				[67] ____	[68] ____	[69-70] ____
[1-3] 5.06	Ability to understand necessity of exhibiting good manners both on the job and in social situations.			K-5	5-9	8-12
				[4] ____	[5] ____	[6-7] ____
[10-12] 5.07	Understanding as an employee that he should not criticize supervisors or others in presence of co-workers.			4-7	7-10	9-12
				[13] <u>260</u>	[14] ____	[15-16] ____

[79-80] 0 7

[79-80] 0

LEARNER OUTCOME		APPROPRIATENESS	INTRODUCE	DEVELOP	EMPHASIZE
		Yes 1	No 2		
[19-21] 5.08	The student should display a positive attitude toward all individuals working.	(22) ___	K-5 [23] ___	4-9 [24-25] ___	9-12 [26-27] ___
[28-30] 5.09	Student should display respect for people of different races or ethnic origins.	(31) ___	K-5 [32] ___	4-9 [33-34] ___	9-12 [35-36] ___
[37-39] 5.10	Ability to understand how attitudes based upon prejudice affect behavior of other individuals.	(40) ___	4-7 [41] ___	7-10 [42-43] ___	9-12 [44-45] ___
[46-48] 5.11	Understand factors which contribute to prejudice.	(49) ___	4-7 [50] ___	7-9 [51-52] ___	9-12 [53-54] ___
[55-57] 5.12	Student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.	(58) ___	4-7 [59] ___	7-9 [61-62] ___	9-12 [62-63] ___
[64-66] 5.13	The student should recognize disadvantages of leadership; accept consequences for bad judgement, others depend on you and others aid in implementation of innovations.	(67) ___	4-7 [68] ___	6-9 [69-70] ___	8-11 [71-72] ___ [79-80] 0
[1-3] 5.14	The student should give examples of appropriate occasions where transfer from role of leader to role of follower is beneficial.	(4) ___	4-7 [5] ___	6-9 [6-7] ___	9-12 [8-9] ___
[10-12] 5.15	Student should understand that there are other individuals with whom he as a worker must interact.	(13) ___	K-4 [14] ___	4-7 [15-16] ___	7-9 [17-18] ___
[19-21] 5.16	Understand benefits of and necessity for being sensitive to others.	(22) ___	K-4 [23] ___	4-7 [24-25] ___	7-9 [26-27] ___
[28-30] 5.17	Indicate why he feels that a pleasing personality is necessary on the job and in social situations.	(31) ___	K-4 [32] ___	4-7 [33-34] ___	6-10 [35-36] ___
[37-39] 5.18	Understand that there will be many instances in his life when he will have to make compromises.	(40) ___	K-4 [41] ___	4-7 [42-43] ___	7-9 [44-45] ___
[46-48] 5.19	Possess ability to meet people, make appropriate introductions and chat with them for short period of time.	(49) ___	4-7 [50] ___	7-9 [51-52] ___	9-12 [53-54] ___
[55-57] 5.20	Understand importance of sharing his time and talents with others.	(58) ___	K-4 [59] ___	4-7 [60-61] ___	7-10 [62-63] ___
[64-66] 5.21	Student should be aware when it is acceptable or not acceptable to use what might be considered profane language.	(67) 261	2-5 [68] ___	4-7 [69-70] ___	7-10 [71-72] ___ [79-80] 1

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
[1-3] 5.22	Understanding that some means of communication work more effectively in some situations than others.	Yes [1] ☐ No [2] ☐	[4] _____	3-6	6-9	9-12
				[5] _____	[6-7] _____	[8-9] _____
[10-12] 5.23	Understand that chronic complainers are irritating to their fellow workers.	[13] _____	[13] _____	K-5	4-8	7-12
				[14] _____	[15-16] _____	[17-18] _____
[19-21] 5.24	Willingness to communicate, project his thoughts and/or express his feelings.	[22] _____	[22] _____	K-4	4-7	7-11
				[23] _____	[24-25] _____	[26-27] _____
[28-30] 5.25	Ability to identify traits which he feels are essential to having a pleasing personality.	[31] _____	[31] _____	3-6	5-8	7-11
				[32] _____	[33-34] _____	[35-36] _____
[37-39] 6.01	Ability to seek counseling from school, public or private counselors regarding school or personal problems.	[40] _____	[40] _____	4-7	7-10	9-12
				[41] _____	[42-43] _____	[44-45] _____
[46-48] 6.02	Ability to identify his capabilities which are related to his career direction.	[49] _____	[49] _____	3-7	7-9	9-12
				[50] _____	[51-52] _____	[53-54] _____
[55-57] 6.03	Students needs should be identified relating to his interests and career direction.	[58] _____	[58] _____	3-6	6-9	8-12
				[59] _____	[60-61] _____	[62-63] _____
[64-66] 6.04	Ability to understand factors which will have some influence on his career options.	[67] _____	[67] _____	6-8	8-10	10-12
				[68] _____	[69-70] _____	[71-72] _____
[1-3] 6.05	Understand the need to recognize his own faults or limitations.	[4] _____	[4] _____	5-7	7-9	9-12
				[5] _____	[6-7] _____	[8-9] _____
[10-12] 6.06	Ability to list academic and/or occupational courses he has successfully completed which have helped him prepare for additional training or immediate employment in career field.	[13] _____	[13] _____	8-10	9-11	10-12
				[14] _____	[15-16] _____	[17-18] _____
[19-21] 6.07	Understand he has certain physical, social, and mental characteristics which are different from others.	[22] _____	[22] _____	K-4	4-6	6-8
				[23] _____	[24-25] _____	[26-27] _____
[28-30] 6.08	Student's understanding that one's view of life comes from his personal value system.	[31] _____	[31] _____	3-6	6-10	9-12
				[32] _____	[33-34] _____	[35-36] _____
[37-39] 6.09	Ability to identify skills he has which are necessary for success in his chosen career area.	[40] _____	[40] _____	5-8	7-10	9-12
				[41] _____	[42-43] _____	[44-45] _____
[46-48] 6.10	Understanding of how he views himself, his self-concept, influences his ability to succeed.	[49] _____	[49] _____	5-8	7-10	9-12
				[50] _____	[51-52] _____	[53-54] _____

LEARNER OUTCOME	APPROPRIATENESS	GRADE LEVEL		
		INTRODUCE	DEVELOP	EMPHASIZE
[55-57] 6.11 Student's understanding that having a good self-concept gives him a greater ability to try "new" things, meet and get along with others, develops a more secure and stable view of the future.	Yes 1	5-8	7-10	10-12
	No 2	[58] _____	[59] _____	[60-61] _____ [62-63] _____
[64-66] 6.12 Understanding that he applies or rejects values into his personal philosophy by questioning his likes or dislikes when he meets new ideas, tries new ideas on for size, and applies them to his value system or discards them.		5-8	8-10	9-12
		[67] _____	[68] _____	[69-70] _____ [71-72] _____ [79-80] 1 2
[1-3] 6.13 Ability to identify origins of factors which influence or govern his social development.		5-7	7-9	9-12
		[4] _____	[5] _____	[6-7] _____ [8-9] _____
[10-12] 6.14 Indicate examples of individual differences, such as: Some people are more athletic than others and some people are better at manual tasks than others.		K-4	3-5	5-8
		[13] _____	[14] _____	[15-16] _____ [17-18] _____
[19-21] 6.15 Knowledge of whether or not he is usually persistent and consistent.		3-5	5-7	7-9
		[22] _____	[23] _____	[24-25] _____ [26-27] _____
[28-30] 6.16 Ability to adjust to many situations.		3-6	6-8	8-11
		[31] _____	[32] _____	[33-34] _____ [35-36] _____
[37-39] 6.17 Understand relationship of satisfaction to successful achievement.		K-4	4-8	7-10
		[40] _____	[41] _____	[42-43] _____ [44-45] _____
[46-48] 7.01 Ability to give examples of how the quality of his work affects his vocational or professional status.		3-7	6-9	9-12
		[49] _____	[50] _____	[51-52] _____ [53-54] _____
[55-57] 7.02 Demonstrate appropriate behavior for working with or without supervision and for working independently or with others.		K-4	3-8	7-12
		[58] _____	[59] _____	[60-61] _____ [62-63] _____
[64-66] 7.03 Ability to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.		4-7	6-9	8-12
		[67] _____	[68] _____	[69-70] _____ [71-72] _____ [79-80] 1 3
[1-3] 7.04 Understand the consequences of not working.		K-6	4-9	7-12
		[4] _____	[5] _____	[6-7] _____ [8-9] _____
[10-12] 7.05 Understanding his rights granted by our social and political institutions concerning matters of property and freedom.		K-5	4-9	9-12
		[13] _____	[14] _____	[15-16] _____ [17-18] _____
[19-21] 7.06 Know the laws that protect the rights of workers, children and others in world of work.		5-8	7-10	9-12

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
		Yes 1	No 2			
[28-30] 7.07	Understand members of society unable to provide income for themselves and realize others' responsibility to provide for them.	[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 7.08	Understanding of services such as education, police protection, highways are provided by government and paid with tax money.	[40] _____	_____	[41] _____	[42-43] _____	[44-45] _____
[46-48] 7.09	Ability to give examples of irresponsible behavior on his part.	[49] _____	_____	[50] _____	[51-52] _____	[53-54] _____
[55-57] 7.10	Understand the consequences for non-compliance to modes of behavior determined by society.	[58] _____	_____	[59] _____	[60-61] _____	[62-63] _____
[64-66] 7.11	Identify responsibilities which he would have to himself and those he would have to fellow workers.	[67] _____	_____	[68] _____	[69-70] _____	[71-72] _____ [79-80] 1 4
[1-3] 7.12	Ability to give several examples of good work habits.	[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 7.13	Display positive attitude or respect toward his country and participation in American political and economic system.	[13] _____	_____	[14] _____	[15-16] _____	[17-18] _____
[19-21] 7.14	Understanding of constructive criticism when promoting reform through correction of social, political and/or economic ills.	[22] _____	_____	[23] _____	[24-25] _____	[26-27] _____
[28-30] 7.15	Realization that nationalism or loyalty to one's country can contribute to progress and growth of the people and the system.	[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 7.16	Understanding that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.	[40] _____	_____	[41] _____	[42-43] _____	[44-45] _____
[46-48] 7.17	Understand that non-participation and/or destructive acts can threaten the rights of others.	[49] _____	_____	[50] _____	[51-52] _____	[53-54] _____
[55-57] 7.18	Understanding of current problems.	[58] _____	_____	[59] _____	[60-61] _____	[62-63] _____
[64-66] 7.19	Desire to work for the betterment and fulfillment of the goals of society.	[67] _____	_____	[68] _____	[69-70] _____	[71-72] _____ [79-80] 1 4

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
		Yes 1	No 2	INTRODUCE	DEVELOP	EMPHASIZE
[1-3] 7.20	Ability to identify good safety habits which would apply on the job as well as home.	☒	☐	K-4	4-8	8-12
		[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 7.21	Exhibit concern for proper care and conservative use of equipment and materials on the job.			K-4	4-8	7-12
		[13] _____	_____	[14] _____	[15-16] _____	[17-18] _____
[19-21] 7.22	Display a positive attitude towards conservation of environmental resources and toward conservation of human resources.			K-5	4-7	7-12
		[22] _____	_____	[23] _____	[24-25] _____	[26-27] _____
[28-30] 7.23	Ability to understand reasons for maintaining good health.			K-4	4-9	9-12
		[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 7.24	Ability to discuss various aspects of drug abuse knowledgeably.			4-6	5-8	7-10
		[40] _____	_____	[41] _____	[42-43] _____	[44-45] _____
[46-48] 7.25	Understand merit of good grooming and ability to identify examples of good grooming habits.			K-4	4-8	6-9
		[49] _____	_____	[50] _____	[51-52] _____	[53-54] _____
[55-57] 8.01	Understanding of benefits of technology are production of new, more and better goods and services.			4-7	7-10	9-12
		[58] _____	_____	[59] _____	[60-61] _____	[62-63] _____
[64-66] 8.02	Realization that changes in technology will affect his work and lifestyle.			3-7	7-9	9-12
		[67] _____	_____	[68] _____	[69-70] _____	[71-72] _____
[1-3] 8.03	Understanding that technology results in greater, faster and better production.			4-7	7-9	9-11
		[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 8.04	Understanding that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for labor force to retrain.			3-7	6-9	9-12
		[13] _____	_____	[14] _____	[15-16] _____	[17-18] _____
[19-21] 8.05	Understanding that technology can create the necessity for retraining in present jobs.			3-7	7-9	9-12
		[22] _____	_____	[23] _____	[24-25] _____	[26-27] _____
[28-30] 8.06	Understand necessity for money as a medium of exchange in our economy.			K-4	4-7	6-10
		[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 8.07	Understand that money is a medium of exchange.			K-4	4-6	5-7
		[40] _____	_____	[41] _____	[42-43] _____	[44-45] _____
[46-48] 8.08	Understanding of interest and why it is a necessary charge for using other people's money.			4-7	6-9	9-12
		[49] _____	_____	[50] _____	[51-52] _____	[53-54] _____

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
		Yes 1	No 2	2-6	5-9	7-11
[55-57] 8.09	Understanding that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.	[58] _____	_____	[59] _____	[60-61] _____	[62-63] _____
[64-66] 8.10	Understand that wages are what someone is paid for his time and efforts.	[67] _____	_____	1-4	4-7	7-9
		[67] _____	_____	[68] _____	[69-70] _____	[71-72] _____
[1-3] 8.11	Ability to understand difference between gross and net income and taxes.	[4] _____	_____	4-7	7-9	9-12
		[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 8.12	Understand that price is the amount that producer will accept in exchange for goods or services.	[13] _____	_____	K-4	4-7	7-9
		[13] _____	_____	[14] _____	[15-16] _____	[17-18] _____
[19-21] 8.13	Understand that wages and prices are tied closely together and as one fluctuates, the other will also.	[22] _____	_____	3-6	6-8	8-10
		[22] _____	_____	[23] _____	[24-25] _____	[26-27] _____
[28-30] 8.14	Understanding that higher wages sometimes leads to higher prices.	[31] _____	_____	4-6	6-9	8-11
		[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 8.15	Understand that decisions of buyers and sellers determine the prices of resources and materials.	[40] _____	_____	4-7	7-9	9-12
		[40] _____	_____	[41] _____	[42-43] _____	[44-45] _____
[46-48] 8.16	Understand that it takes resources such as labor and/or materials to produce goods and service.	[49] _____	_____	K-4	4-7	7-9
		[49] _____	_____	[50] _____	[51-52] _____	[53-54] _____
[55-57] 8.17	Understand factors which affect supply of items or services for sale.	[58] _____	_____	4-7	7-9	9-12
		[58] _____	_____	[59] _____	[60-61] _____	[62-63] _____
[64-66] 8.18	Understand the need not to buy items which are over-priced or goods of poor quality so producers will know people do not want them.	[67] _____	_____	3-7	6-9	9-12
		[67] _____	_____	[68] _____	[69-70] _____	[71-72] _____
[1-3] 8.19	Understanding that the prices of products are determined by matching the amount supplied with demand.	[4] _____	_____	3-7	6-8	7-10
		[4] _____	_____	[5] _____	[6-7] _____	[8-9] _____
[10-12] 8.20	By spending time or money on one item, the student should understand that he eliminates buying another item.	[13] _____	_____	2-7	4-9	7-12
		[13] _____	_____	[14] _____	[15-16] _____	[17-18] _____
[19-21] 8.21	Understand income and expenditures in managing a household budget.	[22] _____	_____	4-7	7-9	9-12
		[22] _____	_____	[23] _____	[24-25] _____	[26-27] _____
[28-30] 8.22	Need to identify various reasons for using a bank.	[31] _____	_____	K-4	4-7	7-9
		[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____

LEARNER OUTCOME		APPROPRIATENESS		INTRODUCE	DEVELOP	EMPHASIZE
		Yes 1	No 2			
[37-39] 8.23	Understand importance of saving money.	[40] _____	_____	K-4 [41] _____	4-7 [42-43] _____	7-9 [44-45] _____
[46-48] 8.24	Identify variety of possible deductions which could be deducted from gross wages.	[49] _____	_____	5-8 [50] _____	7-10 [51-52] _____	9-12 [53-54] _____
[55-57] 8.25	The learner should be able to define the word "savings".	[58] _____	_____	K-3 [59] _____	3-6 [60-61] _____	5-7 [62-63] _____
[64-66] 8.26	Understanding of principle of scarcity.	[67] _____	_____	1-6 [68] _____	4-9 [69-70] _____	8-12 [71-72] _____
[1-3] 8.27	Understand concept of consumer influence on goods and services produced.	[4] _____	_____	2-7 [5] _____	7-9 [6-7] _____	9-12 [8-9] _____
[10-12] 8.28	Understanding differences between someone who produces goods and someone who provides services.	[13] _____	_____	K-4 [14] _____	4-7 [15-16] _____	7-9 [17-18] _____
[19-21] 8.29	By doing separate and different tasks, people create more dependence in society.	[22] _____	_____	K-4 [23] _____	4-7 [24-25] _____	7-9 [26-27] _____
[28-30] 8.30	Understanding that specialization of labor allows each man to work at what he does well.	[31] _____	_____	K-5 [32] _____	4-8 [33-34] _____	7-9 [35-36] _____
[37-39] 8.31	Understanding our dependency on others for our basic needs.	[40] _____	_____	K-4 [41] _____	4-7 [42-43] _____	6-9 [44-45] _____
[46-48] 8.32	Ability to identify basic areas of employment provided by our economic system.	[49] _____	_____	4-8 [50] _____	7-10 [51-52] _____	9-12 [53-54] _____
[55-57] 8.33	Ability to identify goals of the American economic system.	[58] _____	_____	4-7 [59] _____	6-9 [60-61] _____	9-12 [62-63] _____
[64-66] 9.01	Learner should be able to give examples of understanding of specific knowledge as a means of achieving particular career goal.	[67] _____	_____	2-7 [68] _____	5-8 [69-70] _____	7-10 [71-72] _____
[1-3] 9.02	Ability to identify learning experiences in school which have improved his ability to follow particular career direction.	[4] _____	_____	6-8 [5] _____	8-10 [6-7] _____	10-12 [8-9] _____
[10-12] 9.03	Ability to identify learning experiences outside of school which are or were important in his choice of career.	[13] _____	_____	6-8 [14] _____	8-10 [15-16] _____	10-12 [17-18] _____
[19-21] 9.04	Ability to identify courses which are available in school and offer specialized training programs for full-time employment.	[22] _____	_____	6-8 [23] _____	7-9 [24-25] _____	9-12 [26-27] _____

LEARNER OUTCOME		APPROPRIATENESS		GRADE LEVEL		
				INTRODUCE	DEVELOP	EMPHASIZE
[28-30] 9.05	Possess positive attitude toward the importance of reading at minimum level.	Yes [1]	No [2]	K-4	4-7	7-9
		[31] _____	_____	[32] _____	[33-34] _____	[35-36] _____
[37-39] 9.06	Attempt to improve his minimum reading skills to level matching his potential.	[40] _____	_____	K-4	4-7	7-9
				[41] _____	[42-43] _____	[44-45] _____
[46-48] 9.07	Student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, taxes and handle checkbook.	[49] _____	_____	4-7	6-9	8-11
				[50] _____	[51-52] _____	[53-54] _____
[55-57] 9.08	Ability to demonstrate skills to read a thermometer, follow directions in recipes, etc.	[58] _____	_____	K-4	4-7	6-9
				[59] _____	[60-61] _____	[62-63] _____
[64-66] 9.09	Willingness to ask questions when he needs information or clarification.	[67] _____	_____	K-3	3-5	5-7
				[68] _____	[69-70] _____	[71-72] _____
[1-3] 9.10	Willingness to learn new concepts and tasks.	[4] _____	_____	K-4	3-6	6-9
				[5] _____	[6-7] _____	[8-9] _____
[10-12] 9.11	Understand need for good grammar and spelling in order to communicate.	[13] _____	_____	1-4	4-7	7-11
				[14] _____	[15-16] _____	[17-18] _____
[19-21] 9.12	Ability to write or print legibly a paragraph constructed in simple sentence form on topic of his choice.	[22] _____	_____	1-5	4-7	7-10
				[23] _____	[24-25] _____	[26-27] _____
[28-30] 9.13	Understand that writing is a communication skill which can reach a large population.	[31] _____	_____	K-4	4-7	7-9
				[32] _____	[33-34] _____	[35-36] _____
[37-39] 9.14	Understand that speaking is a skill which allows greater expression of emotion.	[40] _____	_____	K-4	4-9	9-12
				[41] _____	[42-43] _____	[44-45] _____
[46-48] 9.15	By listening and reading the student can absorb and/or be exposed to the thoughts and knowledge of others.	[49] _____	_____	K-4	4-7	7-10
				[50] _____	[51-52] _____	[53-54] _____
[55-57] 9.16	The student should understand that listening is an important way to learn.	[58] _____	_____	K-4	4-7	7-9
				[59] _____	[60-61] _____	[62-63] _____
[64-66] 9.17	Understanding that pictures, charts, graphs and movies are effective means of communicating.	[67] _____	_____	K-4	4-7	7-11
				[68] _____	[69-70] _____	[71-72] _____
[1-3] 9.18	Ability to discuss relationship between daily physical activity and physical fitness.	[4] _____	_____	K-4	4-7	7-10
				[5] _____	[6-7] _____	[8-9] _____

CAREER EDUCATION
SPECIFYING CURRICULUM AREAS
FOR
LEARNER OUTCOMES

INTRODUCTION: Based on input from district teachers, appropriate learner outcomes for career education have been adopted. Furthermore, specific grade levels for Introducing, Developing, and Emphasizing the concepts included in each learner outcome have been identified.

The next step in the sequencing process requires that instructional responsibility for Introducing, Developing, and Emphasizing each learner outcome be assigned to specific curriculum areas. In order to accomplish this task, the instructional staff has been divided into grade level groups with representation from as many curriculum areas as possible. Each group has an assigned chairperson to facilitate the activity.

DIRECTIONS: Please complete this instrument by following the steps as described below.

First: The chairperson should read the first learner outcome which has been specified for the grade level group. The grade level assignments for each learner outcome are presented in the Introduce, Develop, and Emphasize columns. Next, the chairperson should identify the level of instructional responsibility for the grade level group, i.e., Introduce, Develop, or Emphasize.

Second: Teachers should discuss, for a brief period, the potential for infusing the learner outcome in specific curriculum areas.

Third: After listening to teacher comments, individuals should determine the curriculum area they feel has the greatest potential for infusing the learner outcome. Each person should then indicate their opinion by placing the number corresponding to the curriculum area selected in the blank provided in the Identify, Develop, or Emphasize column.

Curriculum Area Legend:	1. Social Studies	5. Science
	2. Language Arts/English	6. Fine Arts
	3. Mathematics	7. Vocational Education/Industrial Arts
	4. PE/Health	

Fourth: When each person has responded, the chairperson should read the next learner outcome and repeat the processes described.

District _____ Campus _____
 Name _____ Grade _____

Page 2

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
1.01 Ability to define the term "goal".	4	6	8
	[1] _____	[2] _____	[3] _____
1.02 Ability to apply decision-making steps to solving personal problems and career choice.	5	7	10
	[4] _____	[5] _____	[6] _____
1.03 Ability to understand the necessity for having a satisfying job when setting his career goal.	7	8	10
	[7] _____	[8] _____	[9] _____
1.04 Ability to understand that he will work better when he accurately matches his personal goals with his career choice.	7	8	11
	[10] _____	[11] _____	[12] _____
1.05 Ability to identify career directions which are available to him.	5	8	9
	[13] _____	[14] _____	[15] _____
1.06 Ability to identify sources to help in forecasting demand for career choice.	8	9	10
	[16] _____	[17] _____	[18] _____
1.07 Ability to use own resourcefulness to solve personal problems related to his career choice.	8	10	12
	[19] _____	[20] _____	[21] _____
1.08 Realization that he will benefit from talking to parents, friends, neighbors about jobs.	4	5	8
	[22] _____	[23] _____	[24] _____
1.09 Ability to make purchases only after he is able to pay and therefore does not damage credit.	5	7	12
	[25] _____	[26] _____	[27] _____
1.10 Realization that he can request assistance from others and use sources of information.	4	7	10
	[28] _____	[29] _____	[30] _____
1.11 Understanding that assistance for financial aid could be secured through counselors.	7	9	11
	[31] _____	[32] _____	[33] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
1.12 Realization that many factors determine lifestyle such as income, culture, value system and career.	4	5	9
	[34] _____	[35] _____	[36] _____
2.01 Derives benefit from talking with qualified people working in areas of interest to student.	5	7	10
	[37] _____	[38] _____	[39] _____
2.02 Seek out knowledge about supply and demand for occupations before making choice.	7	10	11
	[40] _____	[41] _____	[42] _____
2.03 Ability to describe worker qualifications for specific jobs related to his particular choice of career direction.	8	9	10
	[43] _____	[44] _____	[45] _____
2.04 Ability to identify job categories in which he has interest.	5	9	12
	[46] _____	[47] _____	[48] _____
2.05 Ability to identify and locate information about jobs.	8	9	10
	[49] _____	[50] _____	[51] _____
2.06 Realize employment worker benefits available.	8	9	12
	[52] _____	[53] _____	[54] _____
2.07 Understanding of job characteristics.	7	8	11
	[55] _____	[56] _____	[57] _____
2.08 Understanding of time clocks and their use.	3	6	9
	[58] _____	[59] _____	[60] _____
2.09 Using own career choice, student should have knowledge of entry skills and qualifications for advancement.	7	10	12
	[61] _____	[62] _____	[63] _____
2.10 Be aware of various jobs he can have with same skills.	6	8	11
	[64] _____	[65] _____	[66] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
2.11 Ability to find and talk to people who work in his career field.	6	9	11
	[67] _____	[68] _____	[69] _____
2.12 Know opportunities for advancement in his career area.	7	10	12
	[70] _____	[71] _____	[72] _____
3.01 A sample employment application should be given student to complete properly.	7	9	10
	[73] _____	[74] _____	[75] _____
3.02 Ability to demonstrate that he possesses appropriate skills and information to apply for position.	8	9	12
	[76] _____	[77] _____	[78] _____
3.03 Ability to identify acceptable and unacceptable interview behavior.	7	8	11
	[1] _____	[2] _____	[3] _____
3.04 Ability to demonstrate knowledge of use of telephone.	4	6	7
	[4] _____	[5] _____	[6] _____
3.05 Determine time schedule for work in providing for traveling time, lunch, and coffee breaks.	7	9	10
	[7] _____	[8] _____	[9] _____
3.06 Student should be able to determine salary by deducting day-to-day expenses.	7	8	12
	[10] _____	[11] _____	[12] _____
3.07 Ways to present himself in order to improve chances of success on the job should be available to student.	6	9	10
	[13] _____	[14] _____	[15] _____
3.08 Ability to identify basic skills he possesses to become salable in the job market.	6	8	10
	[16] _____	[17] _____	[18] _____
3.09 Ability to identify examples of work habits and attitudes necessary for successful entry into occupation.	5	8	10
	[19] _____	[20] _____	[21] _____
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LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
3.10 Understanding of chances to work in supervisory capacity may necessitate beginning at lower level.	6	7	10
	[22] _____	[23] _____	[24] _____
4.01 Be concerned with concept of quality in relation to a task or job.	1	6	10
	[25] _____	[26] _____	[27] _____
4.02 Possess positive attitude toward his quality of work in given area displaying enriched self-concept.	3	6	8
	[28] _____	[29] _____	[30] _____
4.03 Recognizes attitudes toward work are formed from various sources.	4	8	11
	[31] _____	[32] _____	[33] _____
4.04 Student should want to work for personal satisfaction and independence.	3	7	11
	[34] _____	[35] _____	[36] _____
4.05 Student should understand importance of staying with task until completion.	K	4	7
	[37] _____	[38] _____	[39] _____
4.06 Understanding satisfaction of how a specific task relates to finished product.	1	6	7
	[40] _____	[41] _____	[42] _____
4.07 Display awareness of need to experience personal satisfaction through own accomplishments.	1	4	10
	[43] _____	[44] _____	[45] _____
4.08 Display pride in his work and work products.	K	4	9
	[46] _____	[47] _____	[48] _____
4.09 Ability to give example of personal satisfaction of job well done rather than supervisor's approval.	2	6	10
	[49] _____	[50] _____	[51] _____
4.10 Understand importance of being consistent and persistent.	3	5	7
	[52] _____	[53] _____	[54] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
4.11 Realization that work has dignity	1	5	7
	[55] _____	[56] _____	[57] _____
4.12 Ability to exhibit patience when approaching a new learning situation.	1	4	7
	[58] _____	[59] _____	[60] _____
4.13 Communicate an understanding of need to talk or need to listen when situation warrants it.	K	4	6
	[61] _____	[62] _____	[63] _____
4.14 Student should actively plan career development and seek assistance as needed.	7	9	10
	[64] _____	[65] _____	[66] _____
4.15 Ability to respect authority.	K	4	7
	[67] _____	[68] _____	[69] _____
4.16 Ability to identify different attitudes toward work.	2	5	8
	[70] _____	[71] _____	[72] _____
4.17 Possess a positive attitude regarding putting in a day's work for a day's pay.	3	6	10
	[73] _____	[74] _____	[75] _____
4.18 Demonstrate development of positive attitudes toward specific occupations.	2	8	10
	[76] _____	[77] _____	[78] _____
4.19 Understand the need for employer to be loyal to his employees.	4	9	10
	[1] _____	[2] _____	[3] _____
4.20 Displays a positive attitude toward employees showing loyalty to employers.	4	9	10
	[4] _____	[5] _____	[6] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
4.21 Understanding that as an employee he should comply with decisions made by other persons with legitimate authority.	4	7	10
	[7] _____	[8] _____	[9] _____
4.22 Understanding as an employee the need to work well with others.	1	6	9
	[10] _____	[11] _____	[12] _____
4.23 Recognize that everyone must work at full capacity and under pressure.	4	8	10
	[13] _____	[14] _____	[15] _____
4.24 Ability to list appropriate and inappropriate behaviors and attitudes for the majority of occupations.	6	8	9
	[16] _____	[17] _____	[18] _____
4.25 The student should understand that he is not the only one capable of doing a particular job right.	4	6	8
	[19] _____	[20] _____	[21] _____
5.01 Understand the benefits of attempting to solve problems on the job in a tactful manner.	5	7	11
	[22] _____	[23] _____	[24] _____
5.02 Understanding that being helpful on the job can be beneficial or have a negative effect.	5	8	11
	[25] _____	[26] _____	[27] _____
5.03 In problem work situation the student should be able to identify the principal parties involved and indicate suggestions for solving the problem.	4	8	12
	[28] _____	[29] _____	[30] _____
5.04 Ability to recognize degree to which he is able to interact with other people by working as a team member.	3	6	10
	[31] _____	[32] _____	[33] _____
5.05 Understand differences between the relationship of a worker to a superior.	4	6	8
	[34] _____	[35] _____	[36] _____

LEARNER OUTCOME	INTRODUCE	DEVELOP	EMPHASIZE
5.06 Ability to understand necessity of exhibiting good manners both on the job and in social situations.	K	5	8
	[37] _____	[38] _____	[39] _____
5.07 Understanding as an employee that he should not criticize supervisors or others in presence of co-workers.	4	7	10
	[40] _____	[41] _____	[42] _____
5.08 The student should display a positive attitude toward all individuals working.	K	6	9
	[43] _____	[44] _____	[45] _____
5.09 Student should display respect for people of different races or ethnic origins.	K	4	9
	[46] _____	[47] _____	[48] _____
5.10 Ability to understand how attitudes based upon prejudice affect behavior of other individuals.	4	7	9
	[49] _____	[50] _____	[51] _____
5.11 Understand factors which contribute to prejudice.	4	7	9
	[52] _____	[53] _____	[54] _____
5.12 Student should be able to give examples of the advantages and disadvantages of being a leader and/or follower.	4	7	9
	[55] _____	[56] _____	[57] _____
5.13 The student should recognize disadvantages of leadership; accept consequences for bad judgement, others depend on you and others aid in implementation of innovations.	4	9	10
	[58] _____	[59] _____	[60] _____
5.14 The student should give examples of appropriate occasions where transfer from role of leader to role of follower is beneficial.	4	6	11
	[61] _____	[62] _____	[63] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZ
5.15 Student should understand that there are other individuals with whom he as a worker must interact.	K	5	7
	[64] _____	[65] _____	[66] _____
5.16 Understand benefits of and necessity for being sensitive to others.	K	5	7
	[67] _____	[68] _____	[69] _____
5.17 Indicate why he feels that a pleasing personality is necessary on the job and in social situations.	1	5	8
	[70] _____	[71] _____	[72] _____
5.18 Understand that there will be many instances in his life when he will have to make compromises.	2	5	7
	[73] _____	[74] _____	[75] _____
5.19 Possess ability to meet people, make appropriate introductions and chat with them for short period of time.	5	7	9
	[76] _____	[77] _____	[78] _____
5.20 Understand importance of sharing his time and talents with others.	2	6	8
	[1] _____	[2] _____	[3] _____
5.21 Student should be aware when it is acceptable or not acceptable to use what might be considered profane language.	2	5	7
	[4] _____	[5] _____	[6] _____
5.22 Understanding that some means of communication work more effectively in some situations than others.	3	6	10
	[7] _____	[8] _____	[9] _____
5.23 Understand that chronic complainers are irritating to their fellow workers.	1	5	8
	[10] _____	[11] _____	[12] _____
5.24 Willingness to communicate, project his thoughts and/or express his feelings.	K	6	9
	[13] _____	[14] _____	[15] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
5.25 Ability to identify traits which he feels are essential to having a pleasing personality.	3	5	9
	[16] _____	[17] _____	[18] _____
6.01 Ability to seek counseling from school, public or private counselors regarding school or personal problems.	4	7	9
	[19] _____	[20] _____	[21] _____
6.02 Ability to identify his capabilities which are related to his career direction.	5	7	11
	[22] _____	[23] _____	[24] _____
6.03 Students needs should be identified relating to his interests and career direction.	5	7	10
	[25] _____	[26] _____	[27] _____
6.04 Ability to understand factors which will have some influence on his career options.	6	8	11
	[28] _____	[29] _____	[30] _____
6.05 Understand the need to recognize his own faults or limitations.	5	7	9
	[31] _____	[32] _____	[33] _____
6.06 Ability to list academic and/or occupational courses he has successfully completed which have helped him prepare for additional training or immediate employment in career field.	8	10	12
	[34] _____	[35] _____	[36] _____
6.07 Understand he has certain physical, social, and mental characteristics which are different from others.	2	5	6
	[37] _____	[38] _____	[39] _____
6.08 Student's understanding that one's view of life comes from his personal value system.	6	7	10
	[40] _____	[41] _____	[42] _____
6.09 Ability to identify skills he has which are necessary for success in his chosen career area.	6	9	11
	[43] _____	[44] _____	[45] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
6.10 Understanding of how he views himself, his self-concept, influences his ability to succeed.	5	7	11
	[46] _____	[47] _____	[48] _____
6.11 Student's understanding that having a good self-concept gives him a greater ability to try "new" things, meet and get along with others, develops a more secure and stable view of the future.	5	7	10
	[49] _____	[50] _____	[51] _____
6.12 Understanding that he applies or rejects values into his personal philosophy by questioning his likes or dislikes when he meets new ideas, tries new ideas on for size, and applies them to his value system or discards them.	6	9	11
	[52] _____	[53] _____	[54] _____
6.13 Ability to identify origins of factors which influence or govern his social development.	7	9	10
	[55] _____	[56] _____	[57] _____
6.14 Indicate examples of individual differences, such as: some people are more athletic than others and some people are better at manual tasks than others.	3	5	6
	[58] _____	[59] _____	[60] _____
6.15 Knowledge of whether or not he is usually persistent and consistent.	3	5	8
	[61] _____	[62] _____	[63] _____
6.16 Ability to adjust to many situations.	3	6	8
	[64] _____	[65] _____	[66] _____
6.17 Understand relationship of satisfaction to successful achievement.	3	6	8
	[67] _____	[68] _____	[69] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
7.01 Ability to give examples of how the quality of his work affects his vocational or professional status.	3	9	11
	[70] _____	[71] _____	[72] _____
7.02 Demonstrate appropriate behavior for working with or without supervision and for working independently or with others.	1	5	9
	[73] _____	[74] _____	[75] _____
7.03 Ability to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.	4	6	8
	[76] _____	[77] _____	[78] _____
7.04 Understand the consequences of not working. [80] 4	1	7	9
	[1] _____	[2] _____	[3] _____
7.05 Understanding his rights granted by our social and political institutions concerning matters of property and freedom.	5	7	9
	[4] _____	[5] _____	[6] _____
7.06 Know the laws that protect the rights of workers, children and others in world of work.	8	9	12
	[7] _____	[8] _____	[9] _____
7.07 Understand members of society unable to provide income for themselves and realize others' responsibility to provide for them.	6	8	11
	[10] _____	[11] _____	[12] _____
7.08 Understanding of services such as education, police protection, highways are provided by government and paid with tax money.	3	6	10
	[13] _____	[14] _____	[15] _____
7.09 Ability to give examples of irresponsible behavior on his part.	2	6	9
	[16] _____	[17] _____	[18] _____
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LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
7.10 Understand the consequences for non-compliance to modes of behavior determined by society.	4	7	9
	[19] _____	[20] _____	[21] _____
7.11 Identify responsibilities which he would have to himself and those he would have to fellow workers.	3	8	10
	[22] _____	[23] _____	[24] _____
7.12 Ability to give several examples of good work habits.	2	6	7
	[25] _____	[26] _____	[27] _____
7.13 Display positive attitude or respect toward his country and participation in American political and economic system.	3	5	9
	[28] _____	[29] _____	[30] _____
7.14 Understanding of constructive criticism when promoting reform through correction of social, political and/or economic ills.	5	9	11
	[31] _____	[32] _____	[33] _____
7.15 Realization that nationalism or loyalty to one's country can contribute to progress and growth of the people and the system.	4	8	9
	[34] _____	[35] _____	[36] _____
7.16 Understanding that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.	6	8	12
	[37] _____	[38] _____	[39] _____
7.17 Understand that non-participation and/or destructive acts can threaten the rights of others.	4	7	11
	[40] _____	[41] _____	[42] _____
7.18 Understanding of current problems.	6	8	12
	[43] _____	[44] _____	[45] _____
7.19 Desire to work for the betterment and fulfillment of the goals of society.	4	8	11
	[46] _____	[47] _____	[48] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
7.20 Ability to identify good safety habits which would apply on the job as well as home.	K	5	8
	[49] _____	[50] _____	[51] _____
7.21 Exhibit concern for proper care and conservative use of equipment and materials on the job.	K	6	7
	[52] _____	[53] _____	[54] _____
7.22 Display a positive attitude towards conservation of environmental resources and toward conservation of human resources.	2	6	10
	[55] _____	[56] _____	[57] _____
7.23 Ability to understand reasons for maintaining good health.	K	5	9
	[58] _____	[59] _____	[60] _____
7.24 Ability to discuss various aspects of drug abuse knowledgeably.	5	7	10
	[61] _____	[62] _____	[63] _____
7.25 Understand merit of good grooming and ability to identify examples of good grooming habits.	1	5	6
	[64] _____	[65] _____	[66] _____
8.01 Understanding of benefits of technology are production of new, more and better goods and services.	4	9	10
	[67] _____	[68] _____	[69] _____
8.02 Realization that changes in technology will affect his work and lifestyle.	5	9	12
	[70] _____	[71] _____	[72] _____
8.03 Understanding that technology results in greater, faster and better production.	4	9	10
	[73] _____	[74] _____	[75] _____
8.04 Understanding that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for labor force to retrain.	6	9	11
	[76] _____	[77] _____	[78] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
8.05 Understanding that technology can create the necessity for retraining in present jobs. [80] 5	5	9	11
	[1] _____	[2] _____	[3] _____
8.06 Understand necessity for money as a medium of exchange in our economy.	1	5	6
	[4] _____	[5] _____	[6] _____
8.07 Understand that money is a medium of exchange.	3	4	7
	[7] _____	[8] _____	[9] _____
8.08 Understanding of interest and why it is a necessary charge for using other people's money.	6	8	10
	[10] _____	[11] _____	[12] _____
8.09 Understanding that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.	3	8	9
	[13] _____	[14] _____	[15] _____
8.10 Understand that wages are what someone is paid for his time and efforts.	2	5	7
	[16] _____	[17] _____	[18] _____
8.11 Ability to understand difference between gross and net income and taxes.	7	8	11
	[19] _____	[20] _____	[21] _____
8.12 Understand that price is the amount that producer will accept in exchange for goods or services.	1	6	7
	[22] _____	[23] _____	[24] _____
8.13 Understand that wages and prices are tied closely together and as one fluctuates, the other will also.	5	8	9
	[25] _____	[26] _____	[27] _____
8.14 Understanding that higher wages some-times leads to higher prices.	6	8	11
	[28] _____	[29] _____	[30] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
8.15 Understand that decisions of buyers and sellers determine the prices of resources and materials.	6 [31] _____	8 [32] _____	10 [33] _____
8.16 Understand that it takes resources such as labor and/or materials to produce goods and services.	3 [34] _____	5 [35] _____	8 [36] _____
8.17 Understand factors which affect supply of items or services for sale.	4 [37] _____	8 [38] _____	10 [39] _____
8.18 Understand the need not to buy items which are over-priced or goods of poor quality so producers will know people do not want them.	5 [40] _____	7 [41] _____	10 [42] _____
8.19 Understanding that the prices of products are determined by matching the amount supplied with demand.	7 [43] _____	8 [44] _____	10 [45] _____
8.20 By spending time or money on one item, the student should understand that he eliminates buying another item.	2 [46] _____	6 [47] _____	8 [48] _____
8.21 Understand income and expenditures in managing a household budget.	7 [49] _____	9 [50] _____	12 [51] _____
8.22 Need to identify various reasons for using a bank.	2 [52] _____	5 [53] _____	8 [54] _____
8.23 Understand importance of saving money.	2 [55] _____	4 [56] _____	7 [57] _____
8.24 Identify variety of possible deductions which could be deducted from gross wages.	8 [58] _____	9 [59] _____	11 [60] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
8.25 The learner should be able to define the word "savings".	2	6	7
	[61] _____	[62] _____	[63] _____
8.26 Understanding of principle of scarcity.	6	7	9
	[64] _____	[65] _____	[66] _____
8.27 Understand concept of consumer influence on goods and services produced.	4	8	11
	[67] _____	[68] _____	[69] _____
8.28 Understanding differences between someone who produces goods and someone who provides services.	3	5	8
	[70] _____	[71] _____	[72] _____
8.29 By doing separate and different tasks, people create more dependence in society.	3	7	8
	[73] _____	[74] _____	[75] _____
8.30 Understanding that specialization of labor allows each man to work at what he does well.	3	6	9
	[76] _____	[77] _____	[78] _____
8.31 Understanding our dependency on others for our basic needs.	2	5	6
	[80] _____ 6	[2] _____	[3] _____
8.32 Ability to identify basic areas of employment provided by our economic system.	5	7	11
	[4] _____	[5] _____	[6] _____
8.33 Ability to identify goals of the American economic system.	5	9	11
	[7] _____	[8] _____	[9] _____
9.01 Learner should be able to give examples of understanding of specific knowledge as a means of achieving particular career goal.	5	8	10
	[10] _____	[11] _____	[12] _____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
9.02 Ability to identify learning experiences in school which have improved his ability to follow particular career direction.	6	8	11
	[13]_____	[14]_____	[15]_____
9.03 Ability to identify learning experiences outside of school which are or were important in his choice of career.	7	9	10
	[16]_____	[17]_____	[18]_____
9.04 Ability to identify courses which are available in school and offer specialized training programs for full-time employment.	8	9	10
	[19]_____	[20]_____	[21]_____
9.05 Possess positive attitude toward the importance of reading at minimum level.	1	4	7
	[22]_____	[23]_____	[24]_____
9.06 Attempt to improve his minimum reading skills to level matching his potential.	1	4	7
	[25]_____	[26]_____	[27]_____
9.07 Student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, taxes and handle checkbook.	6	7	9
	[28]_____	[29]_____	[30]_____
9.08 Ability to demonstrate skills to read a thermometer, follow directions in recipes, etc.	2	5	6
	[31]_____	[32]_____	[33]_____
9.09 Willingness to ask questions when he needs information or clarification.	K	4	6
	[34]_____	[35]_____	[36]_____
9.10 Willingness to learn new concepts and tasks.	K	4	6
	[37]_____	[38]_____	[39]_____

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
9.11 Understand need for good grammar and spelling in order to communicate.	1	4	7
	[40]_____	[41]_____	[42]_____
9.12 Ability to write or print legibly a paragraph constructed in simple sentence form on topic of his choice.	3	4	7
	[43]_____	[44]_____	[45]_____
9.13 Understand that writing is a communication skill which can reach a large population.	2	5	7
	[46]_____	[47]_____	[48]_____
9.14 Understand that speaking is a skill which allows greater expression of emotion.	1	7	9
	[49]_____	[50]_____	[51]_____
9.15 By listening and reading the student can absorb and/or be exposed to the thoughts and knowledge of others.	1	5	7
	[52]_____	[53]_____	[54]_____
9.16 The student should understand that listening is an important way to learn.	K	4	7
	[55]_____	[56]_____	[57]_____
9.17 Understanding that pictures, charts, graphs and movies are effective means of communicating.	K	4	10
	[58]_____	[59]_____	[60]_____
9.18 Ability to discuss relationship between daily physical activity and physical fitness.	2	5	7
	[61]_____	[62]_____	[63]_____
[80] 7			
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CURRICULUM AREA SEQUENCING RESULTS

Check One:

- () Hard Data
 () Adjusted Data

District: _____

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
1.01			
1.02			
1.03			
1.04			
1.05			
1.06			
1.07			
1.08			
1.09			
1.10			
1.11			
1.12			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
2.01			
2.02			
2.03			
2.04			
2.05			
2.06			
2.07			
2.08			
2.09			
2.10			
2.11			
2.12			

Curriculum Area Sequencing Results
(Page 2, cont.)

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
3.01			
3.02			
3.03			
3.04			
3.05			
3.06			
3.07			
3.08			
3.09			
3.10			
4.01			
4.02			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
4.03			
4.04			
4.05			
4.06			
4.07			
4.08			
4.09			
4.10			
4.11			
4.12			
4.13			
4.14			

Curriculum Area Sequencing Results
(Page 3, cont.)

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
4.15			
4.16			
4.17			
4.18			
4.19			
4.20			
4.21			
4.22			
4.23			
4.24			
4.25			
5.01			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
5.02			
5.03			
5.04			
5.05			
5.06			
5.07			
5.08			
5.09			
5.10			
5.11			
5.12			
5.13			

Curriculum Area Sequencing Results
(Page 4, cont.)

LEARNER OUTCOME	<u>GRADE LEVEL</u> <u>CURRICULUM AREA</u>		
	I	D	E
5.14			
5.15			
5.16			
5.17			
5.18			
5.19			
5.20			
5.21			
5.22			
5.23			
5.24			
5.25			

LEARNER OUTCOME	<u>GRADE LEVEL</u> <u>CURRICULUM AREA</u>		
	I	D	E
6.01			
6.02			
6.03			
6.04			
6.05			
6.06			
6.07			
6.08			
6.09			
6.10			
6.11			
6.12			

Curriculum Area Sequencing Results
(Page 5, cont.)

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
6.13			
6.14			
6.15			
6.16			
6.17			
7.01			
7.02			
7.03			
7.04			
7.05			
7.06			
7.07			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
7.08			
7.09			
7.10			
7.11			
7.12			
7.13			
7.14			
7.15			
7.16			
7.17			
7.18			
7.19			

Curriculum Areas Sequencing Results
(Page 6, cont.)

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
7.20			
7.21			
7.22			
7.23			
7.24			
7.25			
8.01			
8.02			
8.03			
8.04			
8.05			
8.06			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
8.07			
8.08			
8.09			
8.10			
8.11			
8.12			
8.13			
8.14			
8.15			
8.16			
8.17			
8.18			

Curriculum Areas Sequencing Results
(Page 7, cont.)

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
8.19			
8.20			
8.21			
8.22			
8.23			
8.24			
8.25			
8.26			
8.27			
8.28			
8.29			
8.30			

LEARNER OUTCOME	GRADE LEVEL CURRICULUM AREA		
	I	D	E
8.31			
8.32			
8.33			
9.01			
9.02			
9.03			
9.04			
9.05			
9.06			
9.07			
9.08			
9.09			

Curriculum Areas Sequencing Results
(Page 8, cont.)

LEARNER OUTCOME	<u>GRADE LEVEL</u> <u>CURRICULUM AREA</u>		
	I	D	E
9.10			
9.11			
9.12			
9.13			
9.14			
9.15			
9.16			
9.17			
9.18			

GRADE 8
SEQUENCING PHASE #3 - COURSE PLACEMENT

[illegible][illegible][illegible]

FINAL REPORT OF SEQUENCING
CAREER EDUCATION INSTRUCTION

for

ROYSE CITY INDEPENDENT SCHOOL DISTRICT

A Report Presented in Partial Fulfillment
of the Objectives of the
PICES Project

REGION 10 EDUCATION SERVICE CENTER
June, 1976

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FOREWORD

To paraphrase what someone once said, "Career education is an idea whose time has come." Career education has become a movement of such magnitude that all chief school administrators should investigate its merits. Now for the first time we have evidence of congressional interest in career education (The National Advisory Council for Career Education, The Office of Career Education in the United States Office of Education) and visible support from other groups representing education, labor, business, industry, and the community. With this type of support and visibility for career education the Royse City Independent School District chose to become a part of a federally funded project, administered through Region 10 Education Service Center, called PICES--an acronym for Phasing In Career Education Systematically.

This report will describe why and how the Royse City Independent School District developed a sequential program for career education. Educators and laymen should be pleased with the blend of logic and chronology which has been used to structure the procedures for identifying that which will be taught and specifying curricular placement of each part of career education.

The real task of defining career education was borne by Royse City teachers with the assistance of Region 10 Education Service Center personnel. To all involved in this ambitious undertaking I sanction your efforts and extend congratulations on a job well done.

JAMES HOLT, SUPERINTENDENT
ROYSE CITY INDEPENDENT SCHOOL DISTRICT
ROYSE CITY, TEXAS

SECTION I

RATIONALE FOR SEQUENCING INSTRUCTION

The term career education was coined in 1971 as a label for the fusion of career concepts and traditional academic concepts in all classrooms. Its initial impetus was provided by Sidney Marland, then U. S. Commissioner of Education, and its theme was relevance for the classroom. This theme was accepted with enthusiasm by the educational community, parents and students because it seemed logical. However, it has taken five years for educational practitioners to decide how to do what in theory seemed so logical.

The solution to career education implementation can be accomplished in two global steps: (1) identifying concepts relative to the world of work which are needed by those who do not graduate and (2) teaching those concepts within existing classrooms by infusing the career concepts with academic concepts. This infusion process would inherently provide students with more knowledge of the world outside the classroom and hopefully with the ability to see application for the academic concepts being studied.

In 1972, the Texas Education Agency, through a special project called Partners in Career Education, conducted a statewide survey based on the question "What should an individual look like when he or she is 17 years old and has become adequately developed in terms of career education?" A list of almost 300 student characteristics were compiled and developed into learner outcomes. The learner outcomes were submitted to students, parents, educators, business/industry representatives and others for review. Approximately 6,000 individuals participating in the study

were asked to rate each outcome as either basic for all 17 year-olds, desirable for some 17 year-olds or inappropriate for development in the schools. From the 300 outcomes submitted to Texans, 177 were identified as basic. The Texas Education Agency published these 177 outcomes in a booklet entitled "Basic Learner Outcomes for Career Education" (APPENDIX A).

The identification process described above accomplished the first of two global steps toward career education implementation. The second step of infusing the learner outcomes into existing classrooms was attempted by several Texas school districts with very little success. The lack of success was due to a lack of planning prior to attempting classroom implementation. In many individual buildings, students were excited about the instructional relevance until they began studying the same learner outcomes in two or three different classes under several different teachers. A need existed to determine which learner outcomes would be taught and by whom.

In order to avoid student and teacher frustrations similar to those experienced by other schools, Royse City Independent School District decided to specify career education instruction for every classroom teacher prior to beginning instruction. The 177 basic learner outcomes identified by the State of Texas served as the fundament for the task. The sequencing effort described in this report guided Royse City teachers in developing the basis for a coordinated system-wide effort in career education.

SECTION II

PROCEDURES

Section II is composed of three parts which report the characteristics of the teacher population sample involved, description of data gathering instruments, and procedures followed to collect, reduce, and analyze the data.

TEACHER POPULATION

All Royse City teachers (K-12) participated in the total sequencing effort. The district coordinator worked with the Education Service Center contact person in placing the learner outcomes into specific courses of study for grades 9-12 (Phase 3).

DATA GATHERING INSTRUMENTS

The sequencing effort was actually implemented in three distinct phases, and data gathering instruments were used for the first two. The instruments used were developed and refined by Region 10 Education Service Center personnel. This subsection of the report will describe the instruments used in each of the first two phases.

Phase 1 Instrumentation

In order to determine which of the 177 basic learner outcomes Royse City teachers deemed appropriate for adoption, a response mode to measure "Appropriateness" was included as a part of the Phase 1 instrument. In addition, the Phase 1 instrument allowed teachers to designate the specific grade level at which each learner outcome would be INTRODUCED (I), DEVELOPED (D), and EMPHASIZED (E).

In the DEFINITIONS Section of the Phase 1 instrument respondents were given definitions for (1) Career Education, (2) Introduce, (3) Develop, and (4) Emphasize (see the following specimen page) and asked to read each as a basis from which to respond. The DIRECTIONS Section of the instrument requested respondents to read the first learner outcome (number 1:01) and decide if they felt this learner outcome was appropriate for students in the Royse City schools as it related to the district's definition of career education. If the response was "Yes," the respondent was then asked to designate at which grade level Learner Outcome 1:01 should be Introduced, Developed and/or Emphasized. If the response was "No", the respondent moved to the next learner outcome. This process was continued until all 177 outcomes were addressed.

Each of three response columns (i.e. I,D,E, columns) for a particular learner outcome included a recommended grade span in which instruction should be placed. The grade spans were developed for each of the 177 outcomes by curriculum consultants, with direction from the Texas Education Agency through the Partners In Career Education Project. Using the grade spans provided on the instrument (see the following specimen page), Royse City teachers assigned each outcome to a specific grade level within each of the three response column spans. Teachers responded only to those response columns where the recommended grade span included the grade level at which they taught.

Procedures used for collecting, reducing and analyzing Phase 1 data are reported later in Section II.

(Phase 1 - Specimen Page)*

CAREER EDUCATION
LEARNER OUTCOME VALIDATION AND GRADE PLACEMENT INSTRUMENT

District _____
Name _____ Grade _____

DIRECTIONS: Please follow the steps presented below in completing this instrument.

- Step One:** Read the definitions for (1) Career Education, (2) Introduce, (3) Develop, and (4) Emphasize as presented under DEFINITIONS. These definitions have been adopted for the purpose of career education in this district.
- Step Two:** Read the first learner outcome (number 1.01) and decide if you feel this learner outcome is appropriate for students in our district as it relates to the district definition of career education. Indicate your feeling by checking either the "yes" or "no" in the appropriateness column. If you check "no", move to the next learner outcome. If you check "yes" follow Step Three directions.
- Step Three:** Having checked "yes" in the appropriateness column, you should now enter the specific grade level at which you feel the learner outcome should be introduced, developed, and/or emphasized. Responses in the Introduce, Develop, and Emphasize columns are limited to those persons presently teaching at a grade level within the range specified in each column. For example on learner outcome 1.01 a third grade teacher should respond only to the Introduce column, whereas, a person teaching at the eighth grade level should respond to the Develop and Emphasize columns on the same learner outcome.
- Step Four:** Repeat Step Two, and Step Three when applicable, for each learner outcome presented.

DEFINITIONS:

- Career Education-** The totality of experience through which one learns about and prepares to engage in work as part of her or his way of living.
- Introduce -** The process of acquainting students with a learner outcome or a portion of the outcome for the first time.
- Develop -** The process of clarifying, for the student, the learner outcome or portion of the outcome by degrees.
- Emphasize -** The process of intensifying the focus of a learner outcome or its parts to produce in-depth understanding by the student.

RESPONSE SECTION

LEARNER OUTCOME			GRADE LEVEL		
			INTRODUCE	DEVELOP	EMPHASIZE
			Yes [1]	No [2]	
[1-3]	1.01	Ability to define the term "goal".	[4]		2-5 4-8 6-9
					[5] [6-7] [8-9]
[10-12]	1.02	Ability to apply decision-making steps to solving personal problems and career choice.	[13]		4-7 7-9 9-12
					[14] [15-16] [17-18]
[19-21]	1.03	Ability to understand the necessity for having a satisfying job when setting his career goal.	[22]		4-7 7-9 9-12
					[23] [14-25] [26-27]
[28-30]	1.04	Ability to understand that he will work better when he accurately matches his personal goals with his career choice.	[31]		4-7 7-9 9-12
					[32] [33-34] [35-36]
[37-39]	1.05	Ability to identify career directions which are available to him.	[40]		5-7 7-9 9-12
					[41] [42-43] [44-45]
[46-48]	1.06	Ability to identify sources to help in forecasting demand for career choice.	[49]		6-8 7-9 9-12
					[50] [51-52] [53-54]
[55-57]	1.07	Ability to use own resourcefulness to solve personal problems related to his career choice.	[58]		6-8 7-10 9-12
					[59] [60-61] [62-63]

- *Notes:**
- Numbers within [] were used for keypunching purposes only.
 - For purposes of brevity, complete copies of Phase 1 and Phase 2 instruments were not included.
 - See APPENDIX A for complete statements of each learner outcome.

Phase 2 Instrumentation

The results of Phase 1 were used to develop the Phase 2 instrument. Based on Phase 1 input from district teachers decisions were made on those learner outcomes appropriate for adoption. Furthermore, specific grade levels for Introducing, Developing and Emphasizing each learner outcome were identified.

The Phase 2 instrument was designed to collect input from the 43 professional staff members for the purpose of assigning instructional responsibility for Introducing, Developing, and Emphasizing each learner outcome to a specific curriculum area. A total of six curriculum areas were identified and are displayed on the first specimen page exhibited below (see Phase 2 - Specimen Page 1). Participating teachers were divided into grade level groups and a chairperson was assigned to facilitate the activity within each group. Groups were asked to discuss each learner outcome, one at a time, and individually indicate their opinions by placing the number corresponding to the curriculum area selected in the appropriate column on the instrument (see Phase 2 - Specimen Page 2). Three grade level groups responded to each learner outcome. Groups determined which learner outcomes required their response by observing the Phase 1 grade placement data in the INTRODUCE, DEVELOP, and EMPHASIZE response columns. For example, groups representing the second, seventh and ninth grades responded to Learner Outcome 1:01 in the INTRODUCE, DEVELOP, and EMPHASIZE columns respectively.

Procedures used for collecting, reducing and analyzing Phase 2 data are reported in the following subsection.

CAREER EDUCATION
SPECIFYING CURRICULUM AREAS
FOR
LEARNER OUTCOMES

INTRODUCTION: Based on input from district teachers, appropriate learner outcomes for career education have been adopted. Furthermore, specific grade levels for Introducing, Developing, and Emphasizing the concepts included in each learner outcome have been identified.

The next step in the sequencing process requires that instructional responsibility for Introducing, Developing, and Emphasizing each learner outcome be assigned to specific curriculum areas. In order to accomplish this task, the instructional staff has been divided into grade level groups with representation from as many curriculum areas as possible. Each group has an assigned chairperson to facilitate the activity.

DIRECTIONS: Please complete this instrument by following the steps as described below.

First: The chairperson should read the first learner outcome which has been specified for the grade level group. The grade level assignments for each learner outcome are presented in the Introduce, Develop, and Emphasize columns. Next, the chairperson should identify the level of instructional responsibility for the grade level group, i.e., Introduce, Develop, or Emphasize.

Second: Teachers should discuss, for a brief period, the potential for infusing the learner outcome in specific curriculum areas.

Third: After listening to teacher comments, individuals should determine the curriculum area they feel has the greatest potential for infusing the learner outcome. Each person should then indicate their opinion by placing the number corresponding to the curriculum area selected in the blank provided in the Identify, Develop, or Emphasize column.

Curriculum Area Legend:	1. Social Studies	4. Physical Education/Health
	2. Language Arts	5. Vocational Education/Industrial Arts
	3. Mathematics	6. Science

Fourth: When each person has responded, the chairperson should read the next learner outcome and repeat the processes described.

District _____ Campus _____

Name _____ Grade _____

Page 2

8

LEARNER OUTCOME	GRADE LEVEL		
	INTRODUCE	DEVELOP	EMPHASIZE
1.01 Ability to define the term "goal".	2	7	9
	[1] _____	[2] _____	[3] _____
1.02 Ability to apply decision-making steps to solving personal problems and career choice.	4	7	11
	[4] _____	[5] _____	[6] _____
1.03 Ability to understand the necessity for having a satisfying job when setting his career goal.	5	9	10
	[7] _____	[8] _____	[9] _____
1.04 Ability to understand that he will work better when he accurately matches his personal goals with his career choice.	5	8	12
	[10] _____	[11] _____	[12] _____
1.05 Ability to identify career directions which are available to him.	5	8	10
	[13] _____	[14] _____	[15] _____
1.06 Ability to identify sources to help in forecasting demand for career choice.	8	9	12
	[16] _____	[17] _____	[18] _____
1.07 Ability to use own resourcefulness to solve personal problems related to his career choice.	7	10	12
	[19] _____	[20] _____	[21] _____
1.08 Realization that he will benefit from talking to parents, friends, neighbors about jobs.	3	4	9
	[22] _____	[23] _____	[24] _____
1.09 Ability to make purchases only after he is able to pay and therefore does not damage credit.	3	10	12
	[25] _____	[26] _____	[27] _____
1.10 Realization that he can request assistance from others and use sources of information.	5	7	8
	[28] _____	[29] _____	[30] _____
1.11 Understanding that assistance for financial aid could be secured through counselors.	8	10	12
	[31] _____	[32] _____	[33] _____

DATA COLLECTION, REDUCTION, AND ANALYSIS

The purpose of the sequencing effort was to specify career education instruction for classroom teachers; therefore, input from teachers determined what would be taught and by whom. Data were collected and treated in three progressive phases as presented in the schematic below.

PHASE 1 GRADE PLACEMENT	PHASE 2 CURRICULUM AREA PLACEMENT	PHASE 3 COURSE PLACEMENT
Validation and placement of learner outcomes at grade levels for introduction, development and emphasis	Identification of appropriate curriculum areas for addressing each learner outcome.	Identification of specific courses of study within which instruction should be lodged.

Data gathering instruments used in Phase 1 and Phase 2 were described in the preceding subsection. The 177 basic learner outcomes serving as the basis from which to begin Phase 1 were adopted by the Texas Education Agency through a process described in Section I (see APPENDIX A for a list of the outcomes). The description of procedures of data collection, reduction, and analysis are reported below by phases.

Phase 1 Data Operations

All teachers were asked to complete the Phase 1 instrument entitled "Career Education Learner Outcome Validation and Grade Placement Instrument" (see Page 5). At a meeting in the school cafeteria on October 6, 1975, at 1:00, 43 Royse City school personnel responded to the Phase 1 sequencing instrument.

Phase 1 data were keypunched directly from individual teacher instruments, and the keypunched data were then entered into the computer for analysis. All blanks were ignored and resulting printouts provided frequency/percent data for

four variables per learner outcome. Computer analyses of the first variable provided data relative to teacher perceptions of the "Appropriateness" of the learner outcome. Computer analyses of the second, third, and fourth variables provided data relative to teacher perceptions of grade level placement for "Introducing" (second variable), "Developing" (third variable), and "Emphasizing" (fourth variable) each learner outcome. Computer printouts were similar in format to the mock data presented on this page--minor changes were made for purposes of clarity.

GRADE	LEARNER OUTCOME 1:01							
	Appropriateness		Introduction		Development		Emphasis	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
K	0	0.0	0	0.0	0	0.0	0	0.0
1 (yes)	41	95.35	0	0.0	0	0.0	0	0.0
2 (no)	2	4.65	6	60.0	0	0.0	0	0.0
3			1	10.0	0	0.0	0	0.0
4			3	30.0	2	20.0	0	0.0
5			0		1	10.0	0	0.0
6			0		1	10.0	2	16.67
7			0		4	40.00	2	16.67
8					2	20.00	3	25.00
9					0	0.0	5	41.67
10							0	0.0
11							0	0.0
12							0	0.0
Total	43	100	10	100	10	100	12	100

Figure 1
Phase 1 Computer Printout Sample

Upon analysis of the mock data presented in Figure 1, it is discernible that 41 teachers or 96.72 percent felt that Learner Outcome 1:01 was appropriate for adoption as an outcome that should be taught Royse City students. Of the 10 teachers that responded to the Introduction column of the Phase 1 instrument for Learner Outcome 1:01, 6 teachers or 60.00 percent indicated that the learner outcome should be "Introduced" at the second grade. Four of 10 teachers or 40.74

percent indicated that it should be "Developed" at the seventh grade, and 5 of 12 teachers indicated that "Emphasis" should be at the ninth grade. Data for all 177 learner outcomes were computer treated and printouts similar to the one on the previous page were analyzed. Prior to final adoption and grade placement, priority ratings for all learner outcomes were manually manipulated in order to collectively analyze the resulting data and its potential impact upon the district's instructional program. The results of Phase 1 will be presented in Section III.

Phase 2 Data Operations

Teachers in Royse City Independent School District met on November 13, 1975, in the school cafeteria for the purpose of responding to the Phase 2 instrument. Two hours were scheduled for review of the sequencing effort, division into grade level groups, and response by teachers. Groups discussed each learner outcome, but teachers within the groups maintained response identities. All groups completed the task within the time allotted. Instruments were collected and resulting data keypunched directly from the instruments.

The keypunched data were entered into the computer for analysis. Computer printouts provided frequency/percent analyses of three variables per learner outcome. Analysis of the first variable for each learner outcome provided curriculum area priority ratings for the "Introduction" phase of the learner outcome. Computer analysis of the second and third variables provided data relative to teacher perceptions of curriculum area placement for the "Development" and "Emphasis" phase for each learner outcome. Computer printouts were similar in format to the mock data presented on the next page:

LEARNER OUTCOME 1.01						
Curriculum	Introduce		Develop		Emphasize	
	Freq.	%	Freq.	%	Freq.	%
Social Studies	1	50.00	0	0.00	0	0.00
Language Arts/English	1	50.00	0	0.00	1	100.00
Mathematics			3	100.00	0	0.00
P.E./Health			0	0.00	0	0.00
Science			0	0.00	0	0.00
Fine Arts			0	0.00	0	0.00
Vocational Education/ Industrial Arts			0	0.00		
TOTAL	2	100	3	100	1	100

Figure 2
Phase 2 Computer Printout Sample

Analysis of the sample printout of Figure 2 revealed that two teachers responded to the "Introduce" column of the Phase 2 instrument and that one of the two felt that social studies was the most appropriate curriculum area in which to Introduce Learner Outcome 1:01. Three of three or 100 percent of the teachers responding to the "Develop" column of the Phase 2 instrument felt that at their grade level Learner Outcome 1:01 should be taught in the vocational education/industrial arts curriculum area. And, five of nine or 55.56 percent of the teachers responding to the "Emphasize" column felt Learner Outcome 1:01 should be taught in the language arts/English curriculum at the specified grade level.

Computer printouts similar in format to the display above were analyzed for each of the 177 learner outcomes. Since the number of learner outcomes assigned to a grade level had been adjusted during Phase 1 operations, few adjustments from priority 1 curriculum area ratings to priority 2 curriculum area ratings were necessary. In an attempt to expose all students to each

learner outcome at each of three instructional phases (i.e. Introduce, Develop, and Emphasize), some learner outcomes were assigned to two or more curriculum areas. Learner outcomes assigned for instruction to elective curriculum areas such as arts or vocational education/industrial arts were also placed in a required curriculum area such as mathematics. The practice of duplicate curriculum area placement was not always possible; specifically, not possible when a learner outcome was assigned to grades 9-12 for both the "Develop" and "Emphasize" phases and to a required curriculum area in only one phase. In such cases, duplicate placement of learner outcomes assigned to elective curriculum areas could possibly expose some students to the same learner outcome in several courses. Overexposure was deemed undesirable and curriculum area placement making overexposure possible was held to a minimum. The results of Phase 2 will be reported in Section III.

Phase 3 Data Operations

The cumulative results of Phase 1 and Phase 2, grade level and curriculum area placement of career education learner outcomes, were augmented by Phase 3 operations. To further specify instruction for every classroom teacher, learner outcomes assigned to grade levels and curriculum areas were apportioned to courses at assigned grade levels and within specified curriculum areas.

Since elementary classrooms in the Royse City Schools are self-contained, adding specificity to grade level and curriculum area placement (Phase 1 and 2 data) was unnecessary; therefore, Phase 3 tasks relative to course placement were not addressed for kindergarten through the sixth grade.

Learner outcomes assigned to curriculum areas for grades 7-12 were apportioned to specific courses. Each learner outcome was discussed individually and decisions made on the course or courses of study within which the concepts associated with each particular learner outcome could be infused. Based upon these decisions, learner outcomes were assigned to specific course(s). Since exposure of all students to each learner outcome was deemed desirable, required courses were favored over elective courses. The results of Phase 3 are reported in Section 3.

SECTION III

RESULTS

Section III is composed of three parts which report the results of the three phases of the sequencing effort.

PHASE 1 RESULTS

The findings associated with Phase 1 operations were the result of an attempt to validate the "Appropriateness" of each of 177 learner outcomes and place those outcomes found to be appropriate at three grade levels for "Introduction", "Development", and "Emphasis". Analysis of "Appropriateness" data revealed a very high percentage of teachers indicating that each one of the 177 outcomes were appropriate for adoption by the Royse City Independent School District. Table 1 below reflected the number of learner outcomes falling within percentage ranges on appropriateness. The appropriateness of each learner outcome was measured by a yes/no response from all respondents.

TABLE 1
PERCENTAGE RANGES FOR
ALL RESPONDENTS APPROPRIATENESS

Percentage Range of Respondents	Number of Learner Outcomes	Percent of Learner Outcomes
95-100	157	88.70
90-94	15	8.47
85-89	5	2.82

Data presented in Table 1 indicate that 157 learner outcomes were deemed appropriate by at least 95 percent of all respondents which constitutes 88.70 percent of all learner outcomes. Only five learner outcomes were deemed appropriate by less than 90 percent of all respondents. Due to this

overwhelming positive response, the decision was made to adopt all 177 learner outcomes.

Phase 1 grade placement data for all learner outcomes were collectively analyzed in order to project the potential loading effect upon instruction at each grade level. Analysis of first choice grade placement responses indicated an overload in numbers of learner outcomes assigned to grades kindergarten, four, and seven. Adjustments were made by changing grade placements of learner outcomes having priority 1 percentage ratings and priority 2 and priority 3 percentage ratings relatively close together; that is, the percentage of teachers responding that the learner outcome should be placed at a particular grade level was only slightly higher than the second or third highest percentage of teachers responding that it should be placed at another grade level. Priority grade placement ratings were obtained for 177 learner outcomes for each of three phases of instruction; i.e., 531 priority ratings. Of the 531 grade placement ratings, 444 first choice placements, 71 second choice placements and 16 third choice placements were made. Learner outcomes were never placed at grade levels corresponding to priority ratings below #3 and were placed at grade levels corresponding to priority rating #3 only when necessary and when percentage ratings were relatively close. Table 2 on the next page presents the number of learner outcomes assigned to each grade and within each instructional phase after necessary adjustments were made.

TABLE 2

LEARNER OUTCOME SEQUENCING
RESULTS BY GRADE LEVEL/INSTRUCTIONAL PHASE

Grade Level	Instructional Phase			Total # Outcome
	*I	D	E	
K	27			27
1	18			18
2	16			16
3	27	5		32
4	25	40		65
5	26	23	3	52
6	23	29	7	59
7	7	36	32	75
8	7	24	25	56
9	1	13	34	48
10		7	35	42
11			25	25
12			16	16
Totals	177	177	177	531

*I - Introduce
D - Develop
E - Emphasize

Analysis of the data presented in Table 2 reveal that there were 27 learner outcomes assigned to kindergarten. The number of learner outcomes addressed at each successive grade increased to a maximum number of 75 in the seventh grade. There were 56 learner outcomes assigned to the eighth grade and a total of 131 exposure points were assigned to grades 9-12. Although outcomes were assigned to grades nine, ten, eleven, and twelve, Phase 3 operations made only limited use of grade level assignments since most high school courses are not grade level specific. Hence, grade placement data for grades nine, ten, eleven, and twelve should be combined when mathematical realism is sought. Phase 1 grade placement information for these grades did, however, help in assigning a learner outcome to more than one course within the same curriculum area for more than one instructional phase (i.e., Introduce, Develop, or Emphasize).

Further analysis of data contained in Table 2 indicate that the Introduction phase of career education for the Royse City Schools would begin in kindergarten

and extend through the ninth grade. The Development Phase would encompass grades three through ten and the Emphasis Phase grades five through twelve.

The results of Phase 1 were obtained from teacher responses which were analyzed categorically by learner outcome and collectively by grade level. The resulting grade placements of the 177 learner outcomes were used to prepare the data gathering instrument for Phase 2 of this sequencing effort.

PHASE 2 RESULTS

The findings associated with Phase 2 operations were the result of an attempt to assign instructional responsibility for each of the 177 learner outcomes to the most appropriate curriculum area(s). Phase 2 data, priority ratings of the most appropriate curriculum area placement of each learner outcome by instructional phase, were collectively analyzed for possible overloading of curriculum area or areas by grade levels. Overloading of any curriculum area at any grade level was not found to be a problem. That is not to say that some curriculum areas were not assigned responsibility for more learner outcomes than others--only that numbers of learner outcomes assigned to any curriculum area did not constitute a potential instructional overload.

Table 3 below presents in tabular form the results of Phase 2 operations. The learner outcomes assigned to each grade level are displayed by curriculum area within columns representing instructional phases.

TABLE III
LEARNER OUTCOME SEQUENCING RESULTS
BY CURRICULUM AREA/INSTRUCTIONAL PHASE

CURRICULUM AREA	KDG.			GRADE 1			GRADE 2			GRADE 3			GRADE 4			GRADE 5			GRADE 6			GRADE 7			GRADE 8			GRADES 9 - 12			TOTAL EXPOSURES
	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	I	D	E	
Social Studies	8			7			6			9			16	4		7	4		9	12	2	4	8	2	5	7	8		2	2	142
Language Arts	9			6			3			2	3		3	15		6	8	1	5	5			5	12		3	6		1	20	138
Mathematics	1			4			3			7	1		3	10		7	6		8	6	5		8	7		4	5		10	18	112
Physical Education/ Health	6			1			1			4	1		2	6		1	4	2		3	2	2	10	3	1	3	9		1	13	74
Science	2			0			3						1	5		5	1			3		1	4	7		3	5		1	12	53
Vocational Education/ Industrial Arts																															30
TOTALS	27			18			16			32	5		25	40		26	23	3	22	29	7	8	38	31	7	24	33		32	99	548

The following learner outcomes were placed at duplicate points in the curriculum:

Grade 9	Grade 10	Grade 11
1.06 3.01	1.03	7.21
2.03 4.04	1.05	
2.06 6.15	2.01	
2.07 8.20	2.04	
3.08 8.22	2.11	
9.04		

Analysis of the data contained in Table III reveal that the social studies curriculum was assigned the responsibility of infusing career education learner outcomes at 142 exposure points from kindergarten through the twelfth grade. Further analysis of Table III data indicated a total of 549 exposure points across all curriculum areas; ranging from 142 in the social studies curriculum to 30 exposure points in the vocational education curriculum.

The results of Phase 2 were obtained by analyzing teacher responses categorically by learner outcome within six predetermined curriculum areas. The resulting assignment of 177 outcomes and 548 curriculum exposure points helped delineate responsibilities for Phase 3 operations--course assignment within curriculum areas.

PHASE 3 RESULTS

Phase 3 results were obtained by individually placing each learner outcome in appropriate course or courses within assigned curriculum areas for each of three instructional phases. In other words, 549 individual decisions were made relative to appropriate course placements. A display of Phase 3 results by learner outcome is included as a part of Appendix B and was not duplicated at this point for purposes of brevity.

Due to considerations relative to course placement within curriculum areas, 17 learner outcomes were assigned to different grade levels--11 were taken from ninth grade studies and 7 being moved from tenth grade science. Other than these grade placement changes, the adjusted Phase 1 and Phase 2 data reported in preceding sections were not changed. Refer to Appendix B for a complete summary of Phase 1, Phase 2, and Phase 3 results.

SECTION IV

SUMMARY AND RECOMMENDATIONS

Section IV summarizes the procedures used and results obtained from an effort designed to specify career education instruction for the Royse City Independent School District. In addition, recommendations are made in the form of generalized statements about the results.

SUMMARY

In preparation to implement career education instruction toward learner outcomes identified by the Partners in Career Education Project and adopted by the Texas Education Agency, 177 learner outcomes were validated and placed at specific grade levels and within specific curriculum areas and courses of study. The total effort was conducted in three progressive phases:

Phase 1 - Validation and placement of learner outcomes at grade levels

Phase 2 - Identification of appropriate curriculum areas for addressing each learner outcome

Phase 3 - Identification of specific courses of study within which instruction should be infused

As a result of analysis of computer printouts of teacher input, each of the 177 learner outcomes were deemed appropriate to be included in the curricula of the Royse City Schools. Each of the learner outcomes were placed at three different grade levels within appropriate curriculum area(s) K-12, coinciding with three instructional phases--(1) Introduce, (2) Develop,

and (3) Emphasize. The least number of exposure points possible for a particular student for grades K-12 would be 531 (i.e. 3×177).

A larger number of learner outcomes were assigned to the seventh grade than any other grade level. And, a larger number of outcomes were deemed appropriate for the social studies curriculum than any other curriculum area. For specific numbers and placement specifications the total report should be read.

RECOMMENDATIONS

With reference to the sequencing effort described in this report, the following recommendations are made:

1. The results of this effort should be prepared and communicated to each member of the teaching staff of the Royse City Schools.¹
2. A staff development plan should be developed and implemented to prepare teachers to infuse career education learner outcomes into the subject matter of all curricula.
3. Procedures should be developed to refine the placement of learner outcomes for career education following trial district-wide implementation.
4. Adjunct systems, such as a materials support system and community resource file system, should be identified and implemented to support classroom implementation of career education.

¹ A document specifying placement of learner outcomes by course title, or grade level and curriculum area when appropriate, accompanies this report under separate cover. The appropriate segment of the accompanying document should be distributed to individual teachers.

APPENDICES

APPENDIX A
BASIC LEARNER OUTCOMES FOR CAREER EDUCATION

APPENDIX B

CAREER EDUCATION LEARNER OUTCOME
MATRIX FOR ROYSE CITY INDEPENDENT
SCHOOL DISTRICT

CAREER EDUCATION LEARNER OUTCOME MATRIX
FOR
ROYSE CITY INDEPENDENT SCHOOL DISTRICT

INTRODUCTION

The final results of sequencing instruction for career education in the in the Royse City Independent School District are displayed in this matrix by learner outcome. An accompanying document displays the results by curriculum area and course title with learner outcomes printed out thereby providing useable information for the classroom teacher. Users of the matrix in either form should be advised of the following considerations.

1. Primary language arts refers to instruction in work habits as well as oral language development.
2. Elementary fine arts refers to instruction in art and music.
3. Learner outcomes assigned to specific high school courses should be taught in "Basic," "Regular," and "Honors" courses.
4. Learner outcomes assigned to the curriculum areas of vocational education, industrial arts and business education should be taught in the first quarter of the first course in each sequence of courses within the curriculum area except when specific courses are listed.
5. Learner outcomes assigned to the first quarter of the first course of the business education curriculum should also be taught in the course General Business.

CAREER EDUCATION LEARNER OUTCOME MATRIX
FOR
ROYSE CITY INDEPENDENT SCHOOL DISTRICT

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
1.01	I	2	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	9	P.E., Health	N/A
1.02	I	4	Soc. Studies	N/A
	D	7	Science	N/A
	E	11	P.E., Health	N/A
1.03	I	5	Math	N/A
	D	9	Lang. Arts	N/A
	E	10	Lang. Arts Voc. Ed.	N/A Homemaking II, General Business, Vocational Agriculture II, Typing I
1.04	I	5	P.E., Health	N/A
	D	8	Soc. Studies	N/A
	E	12	Voc. Ed.	Typing II, Agriculture Coop, Homemaking III, General Agriculture Mechanics, Home and Family Living, Bookkeeping, Vocational Agriculture
1.05	I	5	Soc. Studies	N/A
	D	8	Soc. Studies	N/A
	E	10	Lang. Arts Voc. Ed.	N/A General Business, Typing I, Homemaking II, Vocational Agriculture II
1.06	I	8	Soc. Studies	N/A
	D	9	Lang. Arts Voc. Ed.	N/A Homemaking, Vocational Agriculture
	E	12	Science	Chemistry
1.07	I	7	P.E., Health	N/A
	D	10	Lang. Arts	N/A
	E	12	Lang. Arts	N/A
1.08	I	3	Soc. Studies	N/A
	D	4	Lang. Arts	N/A
	E	9	Lang. Arts	N/A
1.09	I	3	Math	N/A
	D	10	Math	Plane Geometry
	E	12	Soc. Studies	Government

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
1.10	I	5	Lang. Arts	N/A
	D	7	Soc. Studies	N/A
	E	8	P.E., Health	N/A
1.11	I	8	P.E., Health	N/A
	D	10	Math	Plane Geometry
	E	12	Math	Algebra II
1.12	I	3	Soc. Studies	N/A
	D	5	Math	N/A
	E	9	Lang. Arts	N/A
2.01	I	5	Soc. Studies	N/A
	D	7	Lang. Arts	N/A
	E	10	Voc. Ed.	Homemaking II, Vocational Agriculture II, General Business, Typing I
			Lang. Arts	N/A
2.02	I	7	Math	N/A
	D	10	Lang. Arts	N/A
	E	11	Lang. Arts	N/A
2.03	I	8	Soc. Studies	N/A
	D	9	Voc. Ed.	Homemaking, Vocational Agriculture
	E	11	Science	N/A
			Soc. Studies	American History
2.04	I	5	Lang. Arts	N/A
	D	7	Soc. Studies	N/A
	E	10	Voc. Ed.	N/A
			Voc. Ed.	Homemaking II, Vocational Agriculture II, General Business, Typing I
			Lang. Arts	N/A
2.05	I	6	Lang. Arts	N/A
	D	10	Soc. Studies	World History
	E	12	Science	Chemistry
2.06	I	8	Math	N/A
	D	9	Science	N/A
	E	12	Voc. Ed.	Typing II, Home and Family Living, Agriculture Coop, Bookkeeping, General Agriculture Mechanics, Vocational Agriculture III
2.07	I	5	Science	N/A
	D	9	Voc. Ed.	Homemaking, Vocational Agriculture
	E	10	Lang. Arts	N/A
			Lang. Arts	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
2.08	I	1	Math	N/A
	D	8	Math	N/A
	E	11	Math	Algebra II
2.09	I	9	Science	N/A
	D	10	Soc. Studies	World History
	E	12	Voc. Ed.	Vocational Agriculture III, Typing II, Bookkeeping, Homemaking III, Home and Family Living, Agriculture Coop, General Agriculture Mechanics
2.10	I	3	Lang. Arts	N/A
	D	5	P.E., Health	N/A
	E	11	Voc. Ed.	Vocational Agriculture III, Typing II, Bookkeeping, Home-making III, Home and Family Living, Agriculture Coop, General Agriculture Mechanics
2.11	I	8	Voc. Ed.	N/A
	D	10	Lang. Arts Voc. Ed.	N/A Homemaking II, Vocational Agriculture II, General Business, Typing I
	E	11	Science Voc. Ed.	Chemistry Vocational Agriculture III, Typing II, Bookkeeping, Home-making III, Home and Family Living, Agriculture Coop, General Agriculture Mechanics
2.12	I	8	Soc. Studies	N/A
	D	9	Science	N/A
	E	11	Soc. Studies	American History
3.01	I	5	Lang. Arts	N/A
	D	8	Lang. Arts	N/A
	E	9	Lang. Arts Voc. Ed.	N/A Homemaking, Vocational Agriculture
3.02	I	6	Soc. Studies	N/A
	D	10	Soc. Studies	World History
	E	11	Lang. Arts	N/A
3.03	I	7	P.E., Health	N/A
	D	9	Lang. Arts	N/A
	E	11	Lang. Arts	N/A
3.04	I	1	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Math	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
3.05	I	6	Math	N/A
	D	7	Math	N/A
	E	11	Math	Algebra II
3.06	I	6	Math	N/A
	D	8	Math	N/A
	E	10	Soc. Studies	World History
3.07	I	5	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	11	Math	Algebra II
3.08	I	6	Soc. Studies	N/A
	D	9	Lang. Arts	N/A
	E	10	Voc. Ed. Lang. Arts	Homemaking, Vocational Agriculture N/A
3.09	I	4	Soc. Studies	N/A
	D	7	Science	N/A
	E	10	Lang. Arts	N/A
3.10	I	4	Soc. Studies	N/A
	D	7	Math	N/A
	E	12	Lang. Arts	N/A
4.01	I	2	Math	N/A
	D	4	Math	N/A
	E	7	Lang. Arts	N/A
4.02	I	K	Lang. Arts	N/A
	D	6	Soc. Studies	N/A
	E	8	P.E., Health	N/A
4.03	I	4	Math	N/A
	D	7	P.E., Health	N/A
	E	9	Math	Algebra I
4.04	I	K	Math	N/A
	D	4	Math	N/A
	E	9	Math Voc. Ed.	Algebra I Homemaking, Vocational Agriculture
4.05	I	1	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Math	N/A
4.06	I	2	Science	N/A
	D	6	Math	N/A
	E	8	Science	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
4.07	I	K	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Science	N/A
4.08	I	K	Science	N/A
	D	4	Lang. Arts	N/A
	E	9	Math	Algebra I
4.09	I	2	P.E., Health	N/A
	D	4	Lang. Arts	N/A
	E	8	Lang. Arts	N/A
4.10	I	3	Lang. Arts	N/A
	D	5	Math	N/A
	E	7	Math	N/A
4.11	I	K	Soc. Studies	N/A
	D	4	P.E., Health	N/A
	E	7	Lang. Arts	N/A
4.12	I	2	Math	N/A
	D	4	Lang. Arts	N/A
	E	8	P.E., Health	N/A
4.13	I	K	Lang. Arts	N/A
	D	4	Math	N/A
	E	7	Science	N/A
4.14	I	7	Soc. Studies	N/A
	D	8	Lang. Arts	N/A
	E	10	Voc. Ed. Soc. Studies	N/A World History
4.15	I	K	Soc. Studies	N/A
	D	4	P.E., Health	N/A
	E	7	Science	N/A
4.16	I	2	Soc. Studies	N/A
	D	7	Soc. Studies	N/A
	E	8	Soc. Studies	N/A
4.17	I	3	Math	N/A
	D	6	Soc. Studies	N/A
	E	10	P.E., Health	N/A
4.18	I	2	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	10	P.E., Health	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
4.19	I	4	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	8	Soc. Studies	N/A
4.20	I	4	Soc. Studies	N/A
	D	8	P.E., Health	N/A
	E	11	Lang. Arts	N/A
4.21	I	4	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	9	P.E., Health	N/A
4.22	I	1	Lang. Arts	N/A
	D	4	Soc. Studies	N/A
	E	9	Science	N/A
4.23	I	4	Lang. Arts	N/A
	D	6	Math	N/A
	E	12	P.E., Health	N/A
4.24	I	5	Soc. Studies	N/A
	D	7	Soc. Studies	N/A
	E	10	Voc. Ed. Soc. Studies	N/A World History
4.25	I	K	Soc. Studies	N/A
	D	5	Lang. Arts	N/A
	E	8	Soc. Studies	N/A
5.01	I	1	Soc. Studies	N/A
	D	8	Lang. Arts	N/A
	E	10	Voc. Ed. Math	N/A Plane Geometry
5.02	I	5	Math	N/A
	D	8	P.E., Health	N/A
	E	11	Science	Chemistry
5.03	I	6	Lang. Arts	N/A
	D	8	Science	N/A
	E	12	Soc. Studies	Government
5.04	I	3	Soc. Studies	N/A
	D	4	Science	N/A
	E	7	P.E., Health	N/A
5.05	I	1	Soc. Studies	N/A
	D	5	Lang. Arts	N/A
	E	8	P.E., Health	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
5.06	I	K	Soc. Studies	N/A
	D	5	P.E., Health	N/A
	E	8	Lang. Arts	N/A
5.07	I	4	Soc. Studies	N/A
	D	7	Lang. Arts	N/A
	E	10	Soc. Studies	World History
5.08	I	K	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	9	Science	N/A
5.09	I	K	Soc. Studies	N/A
	D	4	Soc. Studies	N/A
	E	9	P.E., Health	N/A
5.10	I	4	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	10	P.E., Health	N/A
5.11	I	4	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	9	Lang. Arts	N/A
5.12	I	5	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	9	P.E., Health	N/A
5.13	I	6	Lang. Arts	N/A
	D	9	Math	Algebra I
	E	10	Lang. Arts	N/A
5.14	I	4	Science	N/A
	D	6	Lang. Arts	N/A
	E	12	Science	Chemistry
5.15	I	K	Science	N/A
	D	5	Lang. Arts	N/A
	E	7	Soc. Studies	N/A
5.16	I	K	Lang. Arts	N/A
	D	5	P.E., Health	N/A
	E	7	Lang. Arts	N/A
5.17	I	3	P.E., Health	N/A
	D	5	Soc. Studies	N/A
	E	6	P.E., Health	N/A
5.18	I	1	Soc. Studies	N/A
	D	4	P.E., Health	N/A
	E	8	P.E., Health	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
5.19	I	4	Lang. Arts	N/A
	D	7	Lang. Arts	N/A
	E	9	Lang. Arts	N/A
5.20	I	3	Lang. Arts	N/A
	D	6	P.E., Health	N/A
	E	8	P.E., Health	N/A
5.21	I	2	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
5.22	I	3	Lang. Arts	N/A
	D	6	Lang. Arts	N/A
	E	9	Lang. Arts	N/A
5.23	I	3	P.E., Health	N/A
	D	5	Science	N/A
	E	10	Math	Plane Geometry
5.24	I	K	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	8	Lang. Arts	N/A
5.25	I	3	P.E., Health	N/A
	D	5	Lang. Arts	N/A
	E	8	P.E., Health	N/A
6.01	I	5	Lang. Arts	N/A
	D	7	P.E., Health	N/A
	E	9	Math	Algebra I
6.02	I	7	Soc. Studies	N/A
	D	8	Voc. Ed., Lang	N/A
	E	11	Lang. Arts	N/A
6.03	I	4	Soc. Studies	N/A
	D	6	Lang. Arts	N/A
	E	11	P.E., Health	N/A
6.04	I	6	Science	N/A
	D	8	Soc. Studies	N/A
	E	10	Lang. Arts	N/A
6.05	I	5	Lang. Arts	N/A
	D	7	Soc. Studies	N/A
	E	10	Voc. Ed.	N/A
			Lang. Arts	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
6.06	I	8	Soc. Studies	N/A
	D		Science	N/A
	E		P.E., Health	N/A
6.07	I	K 4 6	Soc. Studies	N/A
	D		Science	N/A
	E		P.E., Health	N/A
6.08	I	3 6 9	Soc. Studies	N/A
	D		Science	N/A
	E		P.E., Health	N/A
6.09	I	5 7 9	Lang. Arts	N/A
	D		Lang. Arts	N/A
	E		Science	N/A
6.10	I	5 7 11	Math	N/A
	D		Science	N/A
	E		Soc. Studies	American History
6.11	I	5 7 10	Science	N/A
	D		P.E., Health	N/A
	E		Lang. Arts	N/A
6.12	I	5 8 12	Science	N/A
	D		Lang. Arts	N/A
	E		Math	Algebra II
6.13	I	6 7 10	Soc. Studies	N/A
	D		Soc. Studies	N/A
	E		Soc. Studies	World History
6.14	I	K 3 5	P.E., Health	N/A
	D		P.E., Health	N/A
	E		P.E., Health	N/A
6.15	I	3 5 9	Lang. Arts	N/A
	D		Math	N/A
	E		Voc. Ed. Science	Homemaking, Vocational Agriculture N/A
6.16	I	3 6 8	Lang. Arts	N/A
	D		Soc. Studies	N/A
	E		P.E., Health	N/A
6.17	I	K 4 7	P.E., Health	N/A
	D		P.E., Health	N/A
	E		Math	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
7.01	I	3	Lang. Arts	N/A
	D	6	Lang. Arts	N/A
	E	10	Lang. Arts	N/A
7.02	I	2	Math	N/A
	D	3	Lang. Arts	N/A
	E	8	Science	N/A
7.03	I	4	Lang. Arts	N/A
	D	6	Soc. Studies	N/A
	E	8	Science	N/A
7.04	I	K	Soc. Studies	N/A
	D	4	Math	N/A
	E	7	Math	N/A
7.05	I	5	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	12	Soc. Studies	Civics
7.06	I	6	Soc. Studies	N/A
	D	8	Soc. Studies	N/A
	E	12	Soc. Studies	Civics
7.07	I	4	Soc. Studies	N/A
	D	6	Science	N/A
	E	11	Soc. Studies	American History
7.08	I	2	Soc. Studies	N/A
	D	5	Soc. Studies	N/A
	E	10	Soc. Studies	World History
7.09	I	2	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Science	N/A
7.10	I	4	P.E., Health	N/A
	D	7	Soc. Studies	N/A
	E	9	Science	N/A
7.11	I	5	Math	N/A
	D	7	Math	N/A
	E	9	Math	Algebra I
7.12	I	K	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Science	N/A
7.13	I	1	Soc. Studies	N/A
	D	5	Soc. Studies	N/A
	E	12	Soc. Studies	Civics

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
7.14	I	4	Soc. Studies	N/A
	D	7	Soc. Studies	N/A
	E	11	Soc. Studies	American History
7.15	I	5	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	10	Soc. Studies	World History
7.16	I	6	Soc. Studies	N/A
	D	8	Soc. Studies	N/A
	E	11	Soc. Studies	World History
7.17	I	4	Soc. Studies	N/A
	D	7	P.E., Health	N/A
	E	12	Soc. Studies	Civics
7.18	I	1	Soc. Studies	N/A
	D	7	Soc. Studies	N/A
	E	11	Soc. Studies	American History
7.19	I	4	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	12	Soc. Studies	Government
7.20	I	K	P.E., Health	N/A
	D	4	Science	N/A
	E	8	Science	N/A
7.21	I	K	Soc. Studies	N/A
	D	4	Science	N/A
	E	11	Science	N/A
			Voc. Ed.	Vocational Agriculture III, Typing II, Bookkeeping, Home-making III, Home and Family Living, Agriculture Coop, General Agriculture Mechanics
7.22	I	3	Math	N/A
	D	4	Science	N/A
	E	7	Math	N/A
7.23	I	K	P.E., Health	N/A
	D	4	P.E., Health	N/A
	E	9	P.E., Health	N/A
7.24	I	4	P.E., Health	N/A
	D	5	P.E., Health	N/A
	E	7	P.E., Health	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
7.25	I	K	P.E., Health	N/A
	D	4	P.E., Health	N/A
	E	5	P.E., Health	N/A
8.01	I	6	Soc. Studies	N/A
	D	8	Science	N/A
	E	11	Science	Chemistry
8.02	I	3	Soc. Studies	N/A
	D	7	Science	N/A
	E	10	Soc. Studies	World History
8.03	I	4	Soc. Studies	N/A
	D	7	Science	N/A
	E	10	Soc. Studies	World History
8.04	I	3	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	11	Soc. Studies	American History
8.05	I	6	Soc. Studies	N/A
	D	8	Science	N/A
	E	11	Soc. Studies	American History
8.06	I	3	Math	N/A
	D	4	Math	N/A
	E	6	Math	N/A
8.07	I	1	Math	N/A
	D	4	Math	N/A
	E	6	Math	N/A
8.08	I	4	Math	N/A
	D	6	Math	N/A
	E	9	Math	Algebra I
8.09	I	3	Math	N/A
	D	5	Math	N/A
	E	8	Math	N/A
8.10	I	1	Math	N/A
	D	4	Math	N/A
	E	7	Math	N/A
8.11	I	6	Math	N/A
	D	7	Math	N/A
	E	10	Math	Plane Geometry
8.12	I	1	Math	N/A
	D	5	Math	N/A
	E	7	Math	N/A

Learner Out come	Instructional Phase	Grade	Curriculum Area	Course of Study
8.13	I	5	Math	N/A
	D	6	Math	N/A
	E	8	Math	N/A
8.14	I	6	Math	N/A
	D	7	Math	N/A
	E	8	Math	N/A
8.15	I	6	Math	N/A
	D	8	Math	N/A
	E	12	Math	Algebra II
8.16	I	3	Soc. Studies	N/A
	D	6	Math	N/A
	E	9	Science	
8.17	I	6	Soc. Studies	N/A
	D	8	Soc. Studies	N/A
	E	9	Science	N/A
8.18	I	3	Math	N/A
	D	6	Science	N/A
	E	9	Math	Algebra I
8.19	I	6	Math	N/A
	D	8	Math	N/A
	E	10	Math	Plane Geometry
8.20	I	6	Math	N/A
	D	7	Math	N/A
	E	9	Voc. Ed. Math	Homemaking, Vocational Agriculture Algebra I
8.21	I	6	Math	N/A
	D	7	Math	N/A
	E	10	Math	Plane Geometry
8.22	I	3	Math	N/A
	D	5	Math	N/A
	E	9	Math Voc. Ed.	Algebra I Homemaking, Vocational Agriculture
8.23	I	1	Soc. Studies	N/A
	D	4	Math	N/A
	E	9	Math	Algebra I
8.24	I	6	Math	N/A
	D	7	Math	N/A
	E	12	Math	Algebra II

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
8.25	I	1	Soc. Studies	N/A
	D	3	Math	N/A
	E	6	Math	N/A
8.26	I	5	Math	N/A
	D	6	Soc. Studies	N/A
	E	8	Soc. Studies	N/A
8.27	I	5	Math	N/A
	D	7	Soc. Studies	N/A
	E	9	Lang. Arts	N/A
8.28	I	2	Science	N/A
	D	5	Soc. Studies	N/A
	E	7	Science	N/A
8.29	I	2	Soc. Studies	N/A
	D	5	Lang. Arts	N/A
	E	7	Soc. Studies	N/A
8.30	I	1	Soc. Studies	N/A
	D	6	Soc. Studies	N/A
	E	8	Voc. Ed.	N/A
			P.E., Health	N/A
8.31	I	3	Soc. Studies	N/A
	D	4	Soc. Studies	N/A
	E	6	Soc. Studies	N/A
8.32	I	5	Science	N/A
	D	8	Soc. Studies	N/A
	E	10	Soc. Studies	N/A
8.33	I	7	Soc. Studies	N/A
	D	9	Lang. Arts	N/A
	E	10	Soc. Studies	N/A
9.01	I	5	Science	N/A
	D	6	Lang. Arts	N/A
	E	8	Math	N/A
			Voc. Ed.	N/A
9.02	I	6	Lang. Arts	N/A
	D	8	Lang. Arts	N/A
	E	10	Lang. Arts	N/A
9.03	I	6	Lang. Arts	N/A
	D	8	P.E., Health	N/A
	E	11	Soc. Studies	American History

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
9.04	I	7	Science	N/A
	D	9	Voc. Ed.	Homemaking, Vocational Agriculture
			Lang. Arts	N/A
	E	10	Lang. Arts	N/A
9.05	I	2	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.06	I	2	Lang. Arts	N/A
	D	5	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.07	I	4	Math	N/A
	D	6	Math	N/A
	E	8	Math	N/A
9.08	I	2	Science	N/A
	D	4	Math	N/A
	E	7	Science	N/A
9.09	I	K	Lang. Arts	N/A
	D	3	Lang. Arts	N/A
	E	5	Lang. Arts	N/A
9.10	I	K	Lang. Arts	N/A
	D	3	Lang. Arts	N/A
	E	6	Soc. Studies	N/A
9.11	I	1	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.12	I	3	Lang. Arts	N/A
	D	5	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.13	I	3	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.14	I	1	Lang. Arts	N/A
	D	5	Lang. Arts	N/A
	E	9	Lang. Arts	N/A
9.15	I	1	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.16	I	K	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A

Learner Outcome	Instructional Phase	Grade	Curriculum Area	Course of Study
9.17	I	K	Lang. Arts	N/A
	D	4	Lang. Arts	N/A
	E	7	Lang. Arts	N/A
9.18	I	1	P.E., Health	N/A
	D	6	P.E., Health	N/A
	E	7	P.E., Health	N/A

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

KINDERGARTEN

LANGUAGE ARTS

Introduce

- 4.02 The student should possess a positive attitude toward the quality of his or her work in a given area, displaying the awareness of an enriched self-concept due to this quality, for example:

A student might say, "Because I do "X" well, it makes me more eager to try "Y", as I know I can do some things well."

- 4.07 The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.
- 4.13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.
- 5.16 The student should understand the benefits of, and necessity for, being sensitive to others.
- 5.24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.
- 7.12 The student should be able to give several examples of good work habits, such as punctuality and planning one's work.
- 9.09 The student should be willing to ask questions when more information is needed or when he or she does not understand available information.
- 9.10 The student should be willing to learn new concepts and tasks.
- 9.16 The student should understand that listening is an important way to learn.
- 9.17 The student should understand that pictures, charts, graphs and movies are effective

9.17 means of communication.
(Cont.)

KINDERGARTEN

SOCIAL STUDIES

Introduce

- 4.11 The student should realize that work has dignity.
- 4.15 The student should be able to respect authority and give an example of the necessity for this attitude on the job.
- 4.25 The student should understand that there are others capable of doing a particular job right; otherwise, if this is not realized he or she could become difficult to work with and be replaced.
- 5.06 The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.
- 5.08 The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnicity or socio-economic status.
- 5.09 The student should display respect for people of different races or ethnic origins.
- 6.07 The student should understand that he or she has certain physical, social and mental characteristics which are different from others.
- 7.04 The student should understand the consequences of not working.
- 7.21 The student should exhibit concern for the proper care and conservative use of equipment and materials on the job.

KINDERGARTEN

MATH

Introduce

- 4.04 The student should want to work for personal satisfaction and independence.

KINDERGARTEN

PHYSICAL EDUCATION-HEALTH

Introduce

- 6.14 The student should be able to indicate examples of individual differences, such as:

Some people are better at manual tasks than others. Some people are better at routine-type jobs than others. Some people are more artistic than others.

- 6.17 The student should be able to understand the relationship of satisfaction to successful achievement.

- 7.20 The student should be able to identify good safety habits which would apply on the job as well as at home.

- 7.23 The student should be able to understand the reasons for maintaining good health, for example:

One cannot put forth his or her best effort when he or she does not feel physically fit.

- 7.25 The student should understand the merit of good grooming and be able to identify examples of good grooming habits.

KINDERGARTEN

SCIENCE

Introduce

- 4.08 The student should display pride in his or her work and work products.
- 5.15 The student should understand that there are other individuals with whom he or she, as a worker, must interact.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

FIRST GRADE

LANGUAGE ARTS

Introduce

- 3.04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.
- 4.05 The student should understand the importance of staying with a task until it is completed.
- 4.22 The student should understand that as an employee he or she should be able to work well with others in reaching common goals of the company.
- 9.11 The student should understand the need for good grammar and spelling in order to communicate with others.
- 9.14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.
- 9.15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the thoughts and knowledge of others.

FIRST GRADE

SOCIAL STUDIES

Introduce

- 5.01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner, for example:

5.01
(Cont.)

A fellow worker constantly wants to gossip with you about other co-workers. You might tell him that it is the supervisor's job to insure that workers conduct themselves appropriately on the job. Or, you might find something positive to say about a worker whenever a negative statement is made.

- 5.05 The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer, for example:

Teacher/principal--relates to principal as an authority figure and as a solver of difficult problems. Teacher/other teachers--relate to one another as a friend and confidant, even as a competitor.

- 5.18 The student should be able to understand that there will be many instances in life when compromises will be necessary.
- 7.13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.
- 8.23 The student should understand the importance of saving money.
- 8.25 The student should be able to define the word "savings."
- 8.30 The student should understand that specialization of labor allows each man to work at what he does well.

FIRST GRADE

MATH

Introduce

- 2.08 The student should be able to understand the

- 2.08 necessity for time clocks at many places of
(Cont.) employment and how a time clock is used.
- 8.07 The student should understand that money is a
medium of exchange.
- 8.10 The student should understand that wages are
what someone is paid for his or her time and effort.
- 8.12 The student should understand that price is the
amount that the producer will accept in exchange
for goods or services.

FIRST GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 9.18 The student should be able to discuss the
relationship between daily physical activity
and physical fitness.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

SECOND GRADE

LANGUAGE ARTS

Introduce

- 5.21 The student should know when it is acceptable or unacceptable to use what might be considered profane language.
- 7.09 The student should be able to give examples of irresponsible behavior on his or her part and indicate: (1) what the consequences were and (2) what might have been done in the situation to exhibit responsible behavior.
- 9.05 The student should have a positive attitude toward the importance of reading at the minimum level, such as traffic signs and newspapers.
- 9.06 The student should try to improve his or her minimum reading skills to a level matching his or her potential.

SECOND GRADE

SOCIAL STUDIES

Introduce

- 1.01 The student should be able to define the term "goal."
- 4.16 The student should be able to identify different attitudes toward work, such as:
- Some individuals work only for the money.
Some people find their work absorbing and rewarding.
- 4.18 The student should demonstrate the development of positive attitudes toward specific

4.18 occupations, understanding their usefulness
(Cont.) and dignity within society.

7.08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.

8.29 The student should understand that when people do separate and different tasks they create more dependence in the society, for example:

One person is a good shoemaker, another builds houses well and another is a good farmer. They will have more and better items by exchanging work products rather than trying to do everything for themselves.

SECOND GRADE

MATH

Introduce

- 4.01 The student should be concerned with the concept of quality in relation to a task or job.
- 4.12 The student should be able to exhibit patience when approaching a new learning situation.
- 7.02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

SECOND GRADE

PHYSICAL EDUCATION-HEALTH

Develop

- 6.14 The student should be able to indicate examples of individual differences, such as:

Some people are better at manual tasks than others. Some people are better at routine-type jobs than others. Some people are more artistic than others.

SECOND GRADE

SCIENCE

Introduce

- 4.06 The student should understand that it is satisfying to know how a specific task relates to the finished product.
- 8.28 The student should understand the differences between someone who produces goods and someone who provides services to others, for example:
- . Goods—dressmaker, tractor manufacturer, farmer, housing contractor, can manufacturer
 - . Services—barber, mechanic, minister, dentist and television repairman
- 9.08 The student should demonstrate skills, such as: reading a thermometer, following directions in recipes, reading dials on an automobile dash, using simple gardening tools, running household appliances, setting dials on television sets, and using rulers and tape measures.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

THIRD GRADE

LANGUAGE ARTS

Introduce

- 2.10 The student should be aware of various jobs he or she can have with the same skills.
- 4.10 The student should understand the importance of being consistent and persistent.
- 5.20 The student should understand the importance of sharing one's time and talents with others.
- 5.22 The student should be able to understand that some means of communication work more effectively in some situations than others.
- 6.15 The student should know whether or not he or she is usually persistent and consistent.
- 6.16 The student should understand that there are many situations in which it will be necessary to make adjustments.
- 7.01 The student should be able to give examples of how the quality of one's work can affect one's vocational or professional status, such as:

A dentist may not have many patients if his work is of a poor quality. A mechanic may not have much business if his customers are not satisfied with the quality of his work.

- 9.12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.
- 9.13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.

Develop

- 7.02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.
- 9.09 The student should be willing to ask questions when more information is needed or when he or she does not understand available information.
- 9.10 The student should be willing to learn new concepts and tasks.

THIRD GRADE

SOCIAL STUDIES

Introduce

- 1.08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.
- 1.12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.
- 5.04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.
- 6.08 The student should understand that one's view of life comes from one's personal value system.
- 8.02 The student should realize that changes in technology will affect his or her work and lifestyle.
- 8.04 The student should be able to understand that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for the labor force to retrain.
- 8.16 The student should understand that it takes

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

8.16 resources such as labor and/or materials to
(Cont.) produce goods and services.

8.31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care and education.

THIRD GRADE

MATH

Introduce

1.09 The student should identify examples of the necessity for putting first things first, such as:

If he or she chooses to buy a new car before acquiring enough money, he or she may lose the car thus damaging his or her credit and making it difficult to buy another car.

4.17 The student should have a positive attitude toward putting in a day's work for a day's pay.

7.22 The student should have a positive attitude toward the conservation of environmental resources and toward the conservation of human resources.

8.06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

8.09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.

8.18 The student should understand the need for not buying items which are priced too high or are of poor quality so that the producers of overpriced or poor quality goods will know that people do not want them.

8.22 The student should identify various reasons

- 8.22 for using a bank.
(Cont.)

Develop

- 8.25 The student should be able to define the word
"savings."

THIRD GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 5.17 The student should be able to indicate why a
pleasing personality is necessary on the job
and in social situations.
- 5.23 The student should understand that chronic com-
plainers are irritating to their fellow workers.
- 5.25 The student should be able to identify traits
which are essential to having a pleasing
personality.

Develop

- 6.14 The student should be able to indicate examples of
individual differences, such as:

Some people are better at manual tasks than
others. Some people are better at routine-
type jobs than others. Some people are more
artistic than others.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

FOURTH GRADE

LANGUAGE ARTS

Introduce

- 4.23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value to an employer in such situations.
- 5.19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.
- 7.03 The student should be able to discuss what might be the consequences to himself or herself and others if he or she does not practice good work habits.

Develop

- 1.08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.
- 3.04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.
- 4.05 The student should understand the importance of staying with a task until it is completed.
- 4.07 The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.
- 4.08 The student should display pride in his or her work and work products.
- 4.09 The student should be able to give an example of when personal satisfaction comes from doing a job well rather than from a supervisor's approval.

- 4.12 The student should be able to exhibit patience when approaching a new learning situation.
- 5.12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.
- 5.24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.
- 7.09 The student should be able to give examples of irresponsible behavior on his or her part and indicate: (1) what the consequences were and (2) what might have been done in the situation to exhibit responsible behavior.
- 7.12 The student should be able to give several examples of good work habits, such as punctuality and planning one's work.
- 9.05 The student should have a positive attitude toward the importance of reading at the minimum level, such as traffic signs and newspapers.
- 9.11 The student should understand the need for good grammar and spelling in order to communicate with others.
- 9.13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.
- 9.15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the thoughts and knowledge of others.
- 9.16 The student should understand that listening is an important way to learn.

FOURTH GRADE

SOCIAL STUDIES

Introduce

1.02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

3.09 The student should be able to identify examples of work habits and attitudes necessary for successful entry into a chosen occupation, such as:

Bank teller—punctuality, mathematical accuracy, appropriate dress, pleasant personality and helpfulness to others.

3.10 The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.

4.19 The student should understand the need for employers to be loyal to their employees.

4.20 The student should display a positive attitude toward employees showing loyalty to employers.

4.21 The student should understand that as an employee he or she should comply with reasonable decisions made by other persons with legitimate authority such as the supervisor or boss.

5.07 The student should understand that as an employee he or she should not make unnecessary criticisms of supervisors or others in the presence of co-workers.

5.10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals, for example:

If he or she feels all blacks are inferior, blacks may sense this and become hostile toward him or her.

5.11 The student should be able to understand factors

5.11 which contribute to prejudice, such as:
(Cont.) misinformation, parental and/or peer attitudes,
isolated experiences and personal insecurity.

6.03 The student should be able to identify his or
her interests which are related to his or her
career direction, for example:

Likes working outdoors or indoors. Or,
likes working with groups or alone.

7.07 The student should be able to understand that there
are members of our society who are unable to
provide incomes for themselves and that our
society has taken responsibility for supporting
certain people, such as orphans and the aged.

7.14 The student should understand that criticism can
be constructive when it promotes reform through
correction of social, political and/or economic
ills.

7.17 The student should understand that non-participation
and/or destructive acts can threaten the rights of
others.

7.18 The student should understand current problems.

7.19 The student should want to work for the betterment
and fulfillment of the goals of society.

8.03 The student should understand that technology
results in greater, faster and better production.

Develop

4.01 The student should be concerned with the concept
of quality in relation to a task or job.

4.22 The student should understand that as an
employee he or she should be able to work well
with others in reaching common goals of the
company.

5.09 The student should display respect for people of
different races or ethnic origins.

8.31 The student should understand that we must
depend on other people, businesses and
communities for our basic needs, such as
food, shelter, health care and education.

FOURTH GRADE

MATH

Introduce

- 4.03 The student should recognize that attitudes toward work are formed from various sources, such as: age, education, sex, family socio-economic level and background, work experience, peer group attitude and predominant attitude of one's culture.
- 8.08 The student should understand what interest is and why it is a necessary charge for using other people's money.
- 9.07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

Develop

- 4.04 The student should want to work for personal satisfaction and independence.
- 4.13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.
- 4.15 The student should be able to respect authority and give an example of the necessity for this attitude on the job.
- 7.04 The student should understand the consequences of not working.
- 8.06 The student should be able to understand the necessity for money as a medium of exchange in our economy.
- 8.07 The student should understand that money is a medium of exchange.
- 8.10 The student should understand that wages are what someone is paid for his or her time and effort.

- 8.23 The student should understand the importance of saving money.
- 9.17 The student should understand that pictures, charts, graphs and movies are effective means of communication.

FOURTH GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 7.10 The student should understand the consequences for non-compliance to modes of behavior determined by the society, for example:
- . Not paying federal income tax--imprisonment
 - . Not doing required school work--receive poor grades
 - . Not respecting others' property--be severely reprimanded, possibly sued or put in jail
 - . Disregarding the safety of others--injure self, or others and possibly sued
 - . Not possessing driver's licence when driving--incur fine and possible imprisonment
- 7.24 The student should be able to discuss knowledgeably various aspects of drug abuse.

Develop

- 4.11 The student should realize that work has dignity.
- 5.18 The student should be able to understand that there will be many instances in life when compromises will be necessary.
- 6.17 The student should be able to understand the relationship of satisfaction to successful achievement.
- 7.23 The student should be able to understand the

- 7.23 reasons for maintaining good health, for example:
(Cont.)

One cannot put forth his or her best effort
when he or she does not feel physically fit.

- 7.25 The student should understand the merit of good grooming and be able to identify examples of good grooming habits.
- 9.28 The student should demonstrate skills, such as:
reading a thermometer, following directions in recipes, reading dials on an automobile dash, using simple gardening tools, running household appliances, setting dials on television sets, and using rulers and tape measures.

FOURTH GRADE

SCIENCE

Introduce

- 5.14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial, such as:
- . When involved in a team effort where the expertise is varied, it is necessary to become a leader when your expertise is needed, and to follow the direction of other leaders when their expertise is the area of priority.
 - . In the home as a teenager, one often follows the leadership of parents; however, if there is no parent present, one often assumes the leadership role in directing peer behavior in an appropriate manner. For example, when the mother is ill, the oldest child often assumes the role of a leader in getting the younger children fed and off to school.

Develop

- 5.04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.
- 6.07 The student should understand that he or she has certain physical, social and mental characteristics which are different from others.
- 7.20 The student should be able to identify good safety habits which would apply on the job as well as at home.
- 7.21 The student should exhibit concern for the proper care and conservative use of equipment and materials on the job.
- 7.22 The student should have a positive attitude toward the conservation of environmental resources and toward the conservation of human resources.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

FIFTH GRADE

LANGUAGE ARTS

Introduce

- 1.10 The student should realize that he or she should be able to request assistance from teachers, counselors and/or the librarian regarding how to find and use sources of information, such as: college catalogs, occupational references and government publications.
- 2.04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.
- 3.01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.
- 6.01 The student should know that he or she should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, life-styles and/or getting along with other people.
- 6.05 The student should understand the need for recognizing his or her own faults or limitations.
- 6.09 The student should be able to identify the skills which he or she has which are necessary for success in the career area of his or her choice.

Develop

- 4.25 The student should understand that there are others capable of doing a particular job right; otherwise, if this is not realized he or she could become difficult to work with and be replaced.
- 5.05 The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer, for

5.05 example:
(Cont.)

Teacher/principal--relates to principal as an authority figure and as a solver of difficult problems. Teacher/other teachers--relate to one another as a friend and confidant, even as a competitor.

5.15 The student should understand that there are other individuals with whom he or she, as a worker, must interact.

5.25 The student should be able to identify traits which are essential to having a pleasing personality.

8.29 The student should understand that when people do separate and different tasks they create more dependence in the society, for example:

One person is a good shoemaker, another builds houses well and another is a good farmer. They will have more and better items by exchanging work products rather than trying to do everything for themselves.

9.06 The student should try to improve his or her minimum reading skills to a level matching his or her potential.

9.12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.

9.14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

9.09 The student should be willing to ask questions when more information is needed or when he or she does not understand available information.

FIFTH GRADE

SOCIAL STUDIES

Introduce

- 1.05 The student should be able to identify career directions which are available. He or she can:
- . Prepare for immediate employment after secondary school.
 - . Enter a trade or technical school for advanced skill training.
 - . Enter a college or university for specialized training in a career area which requires a degree.
 - . Follow other directions.
- 2.01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.
- 2.07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.
- 4.24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as: laziness, flexibility, punctuality, extreme dress and inability to accept authority.
- 5.12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.
- 7.05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom, for example:

7.05
(Cont.)

- Citizens have various rights guaranteed by the constitution and may exercise these rights as long as they do not infringe on the rights of others in the process. One has the freedom of speech but not to slander or defame the character of other persons.
- An individual has the freedom of movement in this country but not to trespass on the property of others.
- One has the right of self-defense but not the right of murder or assault.

7.15 The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.

Develop

- 5.17 The student should be able to indicate why a pleasing personality is necessary on the job and in social situations.
- 7.08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.
- 7.13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.
- 8.28 The student should understand the differences between someone who produces goods and someone who provides services to others, for example:
- Goods—dressmaker, tractor manufacturer, farmer, housing contractor, can manufacturer
 - Services—barber, mechanic, minister, dentist and television repairman

FIFTH GRADE

MATH

Introduce

- 1.03 The student should understand the necessity for having a satisfying job when setting a career goal.
- 5.02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example:

A friendly offer of help by a co-worker can have a positive effect. Helpfulness may have a negative effect when it is done out of a need to dominate another person or from an inability to accept the fact that things might be done in different ways.

- 6.10 The student should understand that how he or she views himself or herself—self-concept—influences his or her ability to succeed.
- 7.11 The student should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.
- 8.13 The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.
- 8.26 The student should understand the principle of scarcity, that is, that there are limitations on the amount of economic goods, including raw products and finished goods, which are available at any given time.
- 8.27 The student should understand the concept of consumer influence on what and how many goods and services are produced, for example:

If people do not buy meat, ranchers will not have an income to buy the things needed to raise cattle, and they will not be able to buy their own food or pay their rent.

Develop

- 1.12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.
- 4.10 The student should understand the importance of being consistent and persistent.
- 6.15 The student should know whether or not he or she is usually persistent and consistent.
- 8.09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.
- 8.12 The student should understand that price is the amount that the producer will accept in exchange for goods or services.
- 8.22 The student should identify various reasons for using a bank.

FIFTH GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 1.04 The student should understand that an individual will work better when personal goals are accurately matched to career choice.

Develop

- 2.10 The student should be aware of various jobs he or she can have with the same skills.
- 5.06 The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.
- 5.16 The student should understand the benefits of,

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

5.16 and necessity for, being sensitive to others.
(Cont.)

7.24 The student should be able to discuss knowledgeably various aspects of drug abuse.

6.14 The student should be able to indicate examples of individual differences, such as:

Some people are better at manual tasks than others. Some people are better at routine-type jobs than others. Some people are more artistic than others.

7.24 The student should be able to discuss knowledgeably various aspects of drug abuse.

FIFTH GRADE

SCIENCE

Introduce

2.07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.

6.11 The student should understand that having a good self-concept gives an individual a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

6.12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size, and then applying them to one's value system or discarding them.

8.32 The student should be able to identify basic areas of employment provided by our economic system, for example: large business concerns;

8.32 small business concerns; self-employment; and
(Cont.) federal, state or local government jobs.

9.01 The student should be able to give examples of
how an understanding of a specific knowledge is
a means of achieving a particular career goal,
such as:

An accountant needs an understanding of
mathematics. A doctor needs an under-
standing of anatomy and chemistry.

Develop

5.23 The student should understand that chronic com-
plainers are irritating to their fellow workers.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

SIXTH GRADE

LANGUAGE ARTS

Introduce

2.05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.

5.03 In a problem work situation, the student should be able to identify the principal parties involved and indicate suggestions for solving the problem, for example:

Problem: consistently tardy employee.
Principals: supervisor and employee.
The supervisor might call the employee in for a personal conference, and the supervisor might insist that the employee cease being tardy or be fired in the near future if the situation is not corrected.

5.13 The student should recognize that there are disadvantages to being a leader, such as a leader:

- . Must accent the consequences for bad judgment.
- . Is depended upon by many other people.
- . Must recognize that it takes others to aid in implementation of innovations.

Develop

5.14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial, such as:

- . When involved in a team effort where the expertise is varied, it is necessary to become a leader when your expertise is needed, and to follow the direction of other leaders when their expertise is the area of priority.

- 5.14
(Cont.)
- In the home as a teenager, one often follows the leadership of parents; however, if there is no parent present, one often assumes the leadership role in directing peer behavior in an appropriate manner. For example, when the mother is ill, the oldest child often assumes the role of a leader in getting the younger children fed and off to school.

5.22 The student should be able to understand that some means of communication work more effectively in some situations than others.

6.03 The student should be able to identify his or her interests which are related to his or her career direction, for example:

Likes working outdoors or indoors. Or, likes working with groups or alone.

7.01 The student should be able to give examples of how the quality of one's work can affect one's vocational or professional status, such as:

A dentist may not have many patients if his work is of a poor quality. A mechanic may not have much business if his customers are not satisfied with the quality of his work.

9.01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal, such as:

An accountant needs an understanding of mathematics. A doctor needs an understanding of anatomy and chemistry.

9.07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

SIXTH GRADE

SOCIAL STUDIES

Introduce

- 3.02 The student should be able to demonstrate appropriate skills, such as he or she should:
- . Have a social security number, and the names, addresses and phone numbers of references readily available.
 - . Indicate types of jobs preferred and expectations of the job; e.g., hours, pay and experience to be gained.
 - . Answer questions as promptly and as accurately as possible.
 - . Be appropriately groomed and dressed.
 - . Use acceptable manners and good posture.
 - . Ask questions regarding fringe benefits, advancement opportunities, training and union membership.
 - . Show enthusiasm.
- 3.08 The student should be able to identify basic skills he or she possesses which can become salable in the job market and various types of part-time employment which could be obtained with each skill identified.
- 6.13 The student should be able to identify factors which influence or govern his or her social development, such as: family, church, legislation and peer groups.
- 7.06 The student should know the laws that protect the rights of workers, children and others in the work world.
- 7.16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.
- 8.01 The student should understand that the benefits of technology are the production of new, more and better goods and services.
- 8.05 The student should understand that technology

8.05 can create the necessity for retraining in
(Cont.) present jobs.

- 8.14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his or her personal economy, for example:

Auto workers getting a raise may result in higher prices of cars.

- 8.17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.
- 9.02 The student should be able to identify learning experiences in school which have improved his or her ability to follow a particular career direction and/or enabled him or her to make a necessary career adjustment.
- 9.03 The student should be able to identify learning experiences outside of school which he or she feels are or were important to his or her choice of a career direction.

Develop

- 4.02 The student should possess a positive attitude toward the quality of his or her work in a given area, displaying the awareness of an enriched self-concept due to this quality, for example:

A student might say, "Because I do "X" well, it makes me more eager to try "Y", as I know I can do some things well."

- 4.17 The student should have a positive attitude toward putting in a day's work for a day's pay.
- 4.18 The student should demonstrate the development of positive attitudes toward specific occupations, understanding their usefulness and dignity within society.
- 4.19 The student should understand the need for employers to be loyal to their employees.
- 5.08 The student should display a positive attitude

5.08 toward all individuals working and enjoying the
(Cont.) fruits of their labor regardless of race, religion,
sex, ethnicity or socio-economic status.

6.16 The student should understand that there are many
situations in which it will be necessary to make
adjustments.

7.05 The student should understand the rights granted
an individual by our social and political
institutions concerning such matters as property
and freedom, for example:

- . Citizens have various rights guaranteed by
the constitution and may exercise these
rights as long as they do not infringe on
the rights of others in the process.
One has the freedom of speech but not to
slander or defame the character of other
persons.
- . An individual has the freedom of movement
in this country but not to trespass on the
property of others.
- . One has the right of self-defense but not
the right of murder or assault.

7.15 The student should realize that nationalism, or
loyalty to one's country, can contribute to
progress and growth of the people and the
system.

7.19 The student should want to work for the betterment
and fulfillment of the goals of society.

8.04 The student should be able to understand that
technology has done away with jobs in the past
and will do away with jobs in the future, making
it necessary for the labor force to retrain.

8.26 The student should understand the principle of
scarcity, that is, that there are limitations
on the amount of economic goods, including
raw products and finished goods, which are
available at any given time.

8.30 The student should understand that specialization
of labor allows each man to work at what he does
well.

Emphasize

- 8.31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care and education.
- 9.10 The student should be willing to learn new concepts and tasks.

SIXTH GRADE

MATH

Introduce

- 3.06 Given a hypothetical situation, the student should be able to determine how much it will cost him or her to work, for example:
- . Situation: The student has been offered a job paying \$80.00 per week net. How much of the salary will be used for work costs?
 - . Student response: It costs \$.80 a day to ride the bus; \$3.00 per week for foods, which can be used for preparing sack lunches; \$18.00 per week for child-care and \$2.50 per week for coffee. The total costs per week would be \$27.50 not including such things as union dues and additional money spent for appropriate work clothing.
- 8.11 The student should be able to understand the differences between gross income, net income and taxes.
- . Gross Income—the total amount of money earned for performing a task or service before taxes
 - . Net Income—the income received for work excluding the amount paid out for taxes and fringe benefits
 - . Taxes—a compulsory payment of a percentage of income for the support of the

8.11 government
(Cont.)

- 8.15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.
- 8.19 The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.
- 8.20 The student should understand that if he or she spends time or money on one item or thing, he or she gives up doing or buying something else with his or her time or money, for example:

If a student received \$1.00 as a weekly allowance, the student could possibly go to a movie, have a hamburger and a drink or save the dollar. By choosing one of the things, such as saving the \$1.00, the student must give up the other two.

- 8.21 The student should understand income and expenditures in managing a household budget.
- 8.24 The student should be able to identify a variety of possible deductions which could be taken out of his or her gross wages, such as: social security, health or life insurance payments and union or professional dues.

Develop

- 4.06 The student should understand that it is satisfying to know how a specific task relates to the finished product.
- 4.23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value to an employer in such situations.
- 8.08 The student should understand what interest is and why it is a necessary charge for using other people's money.
- 8.13 The student should understand that wages and prices are tied closely together and that as

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8.13 one goes up, usually the other will follow.
(Cont.)

8.16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

Emphasize

8.06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

8.07 The student should understand that money is a medium of exchange.

8.25 The student should be able to define the word "savings."

SIXTH GRADE

PHYSICAL EDUCATION-HEALTH

Develop

5.20 The student should understand the importance of sharing one's time and talents with others.

7.03 The student should be able to discuss what might be the consequences to himself or herself and others if he or she does not practice good work habits.

9.18 The student should be able to discuss the relationship between daily physical activity and physical fitness.

Emphasize

5.17 The student should be able to indicate why a pleasing personality is necessary on the job and in social situations.

6.07 The student should understand that he or she has

6.07 certain physical, social and mental characteristics
(Cont.) which are different from others.

SIXTH GRADE

SCIENCE

Introduce

- 6.04 The student should be able to understand the factors which will have some influence on his or her career options, for example: personal characteristics, training requirements, financial rewards, parental attitudes, cultural obstacles (racism, sex discrimination) unreasonable aspirations in terms of abilities, possibility of becoming locked into narrow fields of specialization and/or lack of vital information.

Develop

- 6.08 The student should understand that one's view of life comes from one's personal value system.
- 7.07 The student should be able to understand that there are members of our society who are unable to provide incomes for themselves and that our society has taken responsibility for supporting certain people, such as orphans and the aged.
- 8.18 The student should understand the need for not buying items which are priced too high or are of poor quality so that the producers of overpriced or poor quality goods will know that people do not want them.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

SEVENTH GRADE

SOCIAL STUDIES

Introduce

- 4.14 The student should be active in the planning of his or her career development and should seek help when advice, assistance and/or direction are needed.
- 6.02 The student should be able to identify his or her capabilities which are related to his or her career direction, for example:

Works better with his or her hands.
Or, works better with his or her mind.

- 8.33 The student should be able to identify the goals of the American economic system, for example: freedom of choice and equality of opportunity.

Develop

- 2.04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.
- 4.16 The student should be able to identify different attitudes toward work, such as:
- Some individuals work only for the money.
Some people find their work absorbing and rewarding.
- 6.05 The student should understand the need for recognizing his or her own faults or limitations.
- 6.13 The student should be able to identify factors which influence or govern his or her social development, such as: family, church, legislation and peer groups.
- 7.10 The student should understand the consequences

7.10 for non-compliance to modes of behavior determined (Cont.) by the society, for example:

- . Not paying federal income tax--imprisonment
- . Not doing required school work--receive poor grades
- . Not respecting others' property--be severely reprimanded, possibly sued or put in jail
- . Disregarding the safety of others--injure self, or others and possibly sued
- . Not possessing driver's licence when driving--incur fine and possible imprisonment

7.14 The student should understand that criticism can be constructive when it promotes reform through correction of social, political and/or economic ills.

7.18 The student should understand current problems.

8.27 The student should understand the concept of consumer influence on what and how many goods and services are produced, for example:

If people do not buy meat, ranchers will not have an income to buy the things needed to raise cattle, and they will not be able to buy their own food or pay their rent.

Emphasize

5.15 The student should understand that there are other individuals with whom he or she, as a worker, must interact.

8.29 The student should understand that when people do separate and different tasks they create more dependence in the society, for example:

One person is a good shoemaker, another builds houses well and another is a good farmer. They will have more and better items by exchanging work products rather than trying to do everything for themselves.

SEVENTH GRADE

LANGUAGE ARTS

Develop

- 2.01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.
- 5.07 The student should understand that as an employee he or she should not make unnecessary criticisms of supervisors or others in the presence of co-workers.
- 5.19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.
- 6.09 The student should be able to identify the skills which he or she has which are necessary for success in the career area of his or her choice.
- 7.11 The student should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.

Emphasize

- 4.01 The student should be concerned with the concept of quality in relation to a task or job.
- 4.11 The student should realize that work has dignity.
- 5.16 The student should understand the benefits of, and necessity for, being sensitive to others.
- 5.21 The student should know when it is acceptable or unacceptable to use what might be considered profane language.
- 9.05 The student should have a positive attitude

- 9.05 toward the importance of reading at the minimum
(Cont.) level, such as traffic signs and newspapers.
- 9.06 The student should try to improve his or her minimum reading skills to a level matching his or her potential.
- 9.11 The student should understand the need for good grammar and spelling in order to communicate with others.
- 9.12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.
- 9.13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.
- 9.15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the thoughts and knowledge of others.
- 9.16 The student should understand that listening is an important way to learn.
- 9.17 The student should understand that pictures, charts, graphs and movies are effective means of communication.

SEVENTH GRADE

MATH

Introduce

- 2.02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice, for example:

A student would not want to enter an occupational field that does not need workers, and where there are many workers unemployed in a

2.02
(Cont.)

field currently.

Develop

3.05 Given information regarding the location of a place of work in relationship to the location of home, time for reporting to work, the nonavailability of a cafeteria or personal parking at the work place, and the availability of two ten-minute coffee breaks during the work day; the student will be able to determine how long it will take him or her to get to work using private and/or public transportation, what time he or she must arise in the morning to get to work on time, the most appropriate times to take care of his or her personal toilet needs, where to park his or her automobile if applicable and what he or she will do about lunch.

3.10 The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.

8.11 The student should be able to understand the differences between gross income, net income and taxes.

- Gross Income—the total amount of money earned for performing a task or service before taxes
- Net Income—the income received for work excluding the amount paid out for taxes and fringe benefits
- Taxes—a compulsory payment of a percentage of income for the support of the government

8.14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his or her personal economy, for example:

Auto workers getting a raise may result in higher prices of cars.

8.20 The student should understand that if he or she spends time or money on one item or thing, he or she gives up doing or buying something else with his or her time or money, for example:

If a student received \$1.00 as a weekly

8.20 allowance, the student could possibly
(Cont.) go to a movie, have a hamburger and a
drink or save the dollar. By choosing
one of the things, such as saving the
\$1.00, the student must give up the
other two.

8.21 The student should understand income and
expenditures in managing a household budget.

8.24 The student should be able to identify a variety
of possible deductions which could be taken out
of his or her gross wages, such as: social
security, health or life insurance payments
and union or professional dues.

Emphasize

3.04 The student should be able to demonstrate a
knowledge of how to use a telephone and phone
book to get information regarding the public
transportation system.

4.05 The student should understand the importance of
staying with a task until it is completed.

4.10 The student should understand the importance of
being consistent and persistent.

6.17 The student should be able to understand the
relationship of satisfaction to successful
achievement.

7.04 The student should understand the consequences
of not working.

7.22 The student should have a positive attitude
toward the conservation of environmental
resources and toward the conservation of
human resources.

8.10 The student should understand that wages are
what someone is paid for his or her time and effort.

8.12 The student should understand that price is the
amount that the producer will accept in exchange
for goods or services.

SEVENTH GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 1.07 The student should be able to use his or her own resourcefulness to solve personal problems, for example:

If the student wants to go to college but there is not enough money for tuition, he or she could look for a job, put in a request for financial aid or apply for a loan.

- 3.03 The student should be able to identify acceptable and unacceptable interview behaviors.

Develop

- 1.01 The student should be able to define the term "goal."

- 3.07 The student should be able to give examples of ways in which he or she might present himself or herself in order to improve his or her chances for success on the job, such as:

If one consistently produces quality work and gets along well with other employees, chance for success will be greater.

- 4.03 The student should recognize that attitudes toward work are formed from various sources, such as: age, education, sex, family socioeconomic level and background, work experience, peer group attitude and predominant attitude of one's culture.

- 4.21 The student should understand that as an employee he or she should comply with reasonable decisions made by other persons with legitimate authority such as the supervisor or boss.

- 5.10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals, for example:

If he or she feels all blacks are inferior,

5.10 blacks may sense this and become hostile
(Cont.) toward him or her.

5.11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

5.12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.

6.01 The student should know that he or she should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, life-styles and/or getting along with other people.

6.11 The student should understand that having a good self-concept gives an individual a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

7.17 The student should understand that non-participation and/or destructive acts can threaten the rights of others.

9.04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

Emphasize

5.04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

7.24 The student should be able to discuss knowledgeably various aspects of drug abuse.

9.18 The student should be able to discuss the relationship between daily physical activity and physical fitness.

SEVENTH GRADE

SCIENCE

Introduce

- 9.04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

Develop

- 1.02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.
- 3.09 The student should be able to identify examples of work habits and attitudes necessary for successful entry into a chosen occupation, such as:

Bank teller--punctuality, mathematical accuracy, appropriate dress, pleasant personality and helpfulness to others.

- 6.10 The student should understand that how he or she views himself or herself--self-concept--influences his or her ability to succeed.
- 8.02 The student should realize that changes in technology will affect his or her work and lifestyle.
- 8.03 The student should understand that technology results in greater, faster and better production.

Emphasize

- 4.07 The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.
- 4.13 The student should communicate an understanding

4.13 of the need to talk on some occasions and the
(Cont.) need to listen in other situations.

4.15 The student should be able to respect authority
and give an example of the necessity for this
attitude on the job.

7.09 The student should be able to give examples of
irresponsible behavior on his or her part and
indicate: (1) what the consequences were and
(2) what might have been done in the situation
to exhibit responsible behavior.

7.12 The student should be able to give several examples
of good work habits, such as punctuality and
planning one's work.

8.28 The student should understand the differences
between someone who produces goods and someone
who provides services to others, for example:

- . Goods—dressmaker, tractor manufacturer,
farmer, housing contractor, can
manufacturer
- . Services—barber, mechanic, minister,
dentist and television repairman

9.08 The student should demonstrate skills, such as:
reading a thermometer, following directions in
recipes, reading dials on an automobile dash,
using simple gardening tools, running household
appliances, setting dials on television sets, and
using rulers and tape measures.

SEVENTH GRADE

VOCATIONAL EDUCATION

Develop

6.05 The student should understand the need for
recognizing his or her own faults or limitations.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

EIGHTH GRADE

LANGUAGE ARTS

Introduce

- 2.11 The student should be able to find and talk to people who are working in the career area of his or her choice.

Develop

- 3.01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

- 4.14 The student should be active in the planning of his or her career development and should seek help when advice, assistance and/or direction are needed.

- 5.01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner, for example:

A fellow worker constantly wants to gossip with you about other co-workers. You might tell him that it is the supervisor's job to insure that workers conduct themselves appropriately on the job. Or, you might find something positive to say about a worker whenever a negative statement is made.

- 6.02 The student should be able to identify his or her capabilities which are related to his or her career direction, for example:

Works better with his or her hands.
Or, works better with his or her mind.

- 6.12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size, and then applying them to one's value

6.12 system or discarding them.
(Cont.)

- 9.02 The student should be able to identify learning experiences in school which have improved his or her ability to follow a particular career direction and/or enabled him or her to make a necessary career adjustment.

Emphasize

- 4.09 The student should be able to give an example of when personal satisfaction comes from doing a job well rather than from a supervisor's approval.
- 5.06 The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.
- 5.24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.

EIGHTH GRADE

SOCIAL STUDIES

Introduce

- 1.06 The student should be able to identify sources which will help in forecasting the demand for his or her career choice on community, state and national levels.
- 2.03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice, such as:

Sales occupations, auto salesperson--high school diploma, generally accepted minimum age, 21; tactful, well-groomed, expresses self well, initiative, aggressiveness, self-confidence and determination to get through slow sales periods.

- 2.06 The student should recognize that many places of

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

2.06 employment have worker benefits such as retirement (Cont.) plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a period of years.

2.12 The student should know the opportunities for advancement in his or her career choice.

6.06 The student should be able to list successfully completed academic and/or occupational courses which have helped prepare him or her for additional training or immediate employment in the career field of his or her choice.

Develon

1.04 The student should understand that an individual will work better when personal goals are accurately matched to career choice.

1.05 The student should be able to identify career directions which are available. He or she can:

- . Prepare for immediate employment after secondary school.
- . Enter a trade or technical school for advanced skill training.
- . Enter a college or university for specialized training in a career area which requires a degree.
- . Follow other directions.

4.24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as: laziness, flexibility, punctuality, extreme dress and inability to accept authority.

6.04 The student should be able to understand the factors which will have some influence on his or her career options, for example: personal characteristics, training requirements, financial rewards, parental attitudes, cultural obstacles (racism, sex discrimination) unreasonable aspirations in terms of abilities, possibility of becoming locked into narrow fields of specialization and/or lack of vital information.

7.06 The student should know the laws that protect the rights of workers, children and others in the

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

7.06 work world.
(Cont.)

- 7.16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.
- 8.17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.
- 8.32 The student should be able to identify basic areas of employment provided by our economic system, for example: large business concerns; small business concerns; self-employment; and federal, state or local government jobs.

Emphasize

- 2.04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.
- 4.16 The student should be able to identify different attitudes toward work, such as:
 - Some individuals work only for the money.
 - Some people find their work absorbing and rewarding.
- 4.19 The student should understand the need for employers to be loyal to their employees.
- 4.25 The student should understand that there are others capable of doing a particular job right; otherwise, if this is not realized he or she could become difficult to work with and be replaced.
- 8.26 The student should understand the principle of scarcity, that is, that there are limitations on the amount of economic goods, including raw products and finished goods, which are available at any given time.

EIGHTH GRADE

MATH

Introduce

- 2.08 The student should be able to understand the necessity for time clocks at many places of employment and how a time clock is used.
- 3.06 Given a hypothetical situation, the student should be able to determine how much it will cost him or her to work, for example:
- Situation: The student has been offered a job paying \$80.00 per week net. How much of the salary will be used for work costs?
 - Student response: It costs \$.80 a day to ride the bus; \$3.00 per week for foods, which can be used for preparing sack lunches; \$18.00 per week for child-care and \$2.50 per week for coffee. The total costs per week would be \$27.50 not including such things as union dues and additional money spent for appropriate work clothing.
- 8.19 The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.

Develop

- 8.09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.
- 8.13 The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.
- 8.14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his or her personal economy, for example:

Auto workers getting a raise may result

8.14 in higher prices of cars.
(Cont.)

- 9.01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal, such as:

An accountant needs an understanding of mathematics. A doctor needs an understanding of anatomy and chemistry.

- 9.07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

Emphasize

- 8.09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.

- 8.13 The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.

- 8.14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his or her personal economy, for example:

Auto workers getting a raise may result in higher prices of cars.

- 9.01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal, such as:

An accountant needs an understanding of mathematics. A doctor needs an understanding of anatomy and chemistry.

- 9.07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

EIGHTH GRADE

PHYSICAL EDUCATION-HEALTH

Introduce

- 1.11 The student should understand that school counselors can help locate sources of financial assistance and career information and help resolve conflicts in career goals.

Develop

- 4.20 The student should display a positive attitude toward employees showing loyalty to employers.
- 5.02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example:

A friendly offer of help by a co-worker can have a positive effect. Helpfulness may have a negative effect when it is done out of a need to dominate another person or from an inability to accept the fact that things might be done in different ways.

- 9.03 The student should be able to identify learning experiences outside of school which he or she feels are or were important to his or her choice of a career direction.

Emphasize

- 1.10 The student should realize that he or she should be able to request assistance from teachers, counselors and/or the librarian regarding how to find and use sources of information, such as: college catalogs, occupational references and government publications.
- 4.02 The student should possess a positive attitude toward the quality of his or her work in a given area, displaying the awareness of an enriched self-concept due to this quality, for example:

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

4.02
(Cont.)

A student might say, "Because I do "X" well, it makes me more eager to try "Y", as I know I can do some things well."

4.12 The student should be able to exhibit patience when approaching a new learning situation.

5.05 The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer, for example:

Teacher/principal--relates to principal as an authority figure and as a solver of difficult problems. Teacher/other teachers--relate to one another as a friend and confidant, even as a competitor.

5.18 The student should be able to understand that there will be many instances in life when compromises will be necessary.

5.20 The student should understand the importance of sharing one's time and talents with others.

5.25 The student should be able to identify traits which are essential to having a pleasing personality.

6.16 The student should understand that there are many situations in which it will be necessary to make adjustments.

8.30 The student should understand that specialization of labor allows each man to work at what he does well.

EIGHTH GRADE

SCIENCE

Develop

- 5.03 In a problem work situation, the student should be able to identify the principal parties involved and indicate suggestions for solving the problem, for example:

Problem: consistently tardy employee.
Principals: supervisor and employee.
The supervisor might call the employee in for a personal conference, and the supervisor might insist that the employee cease being tardy or be fired in the near future if the situation is not corrected.

- 8.01 The student should understand that the benefits of technology are the production of new, more and better goods and services.
- 8.05 The student should understand that technology can create the necessity for retraining in present jobs.
- 8.15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

Emphasize

- 2.07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.
- 4.06 The student should understand that it is satisfying to know how a specific task relates to the finished product.
- 7.02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.
- 7.03 The student should be able to discuss what might be the consequences to himself or herself and others if he or she does not practice good work habits.
- 7.20 The student should be able to identify good safety

7.20 habits which would apply on the job as well as at
(Cont.) home.

EIGHTH GRADE

VOCATIONAL EDUCATION

Introduce

- 2.11 The student should be able to find and talk to people who are working in the career area of his or her choice.

Develop

- 4.14 The student should be active in the planning of his or her career development and should seek help when advice, assistance and/or direction are needed.
- 4.24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as: laziness, flexibility, punctuality, extreme dress and inability to accept authority.
- 5.01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner, for example:

A fellow worker constantly wants to gossip with you about other co-workers. You might tell him that it is the supervisor's job to insure that workers conduct themselves appropriately on the job. Or, you might find something positive to say about a worker whenever a negative statement is made.

- 6.02 The student should be able to identify his or her capabilities which are related to his or her career direction, for example:

6.02
(Cont.)

Works better with his or her hands.
Or, works better with his or her mind.

Emphasize

2.04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.

8.30 The student should understand that specialization of labor allows each man to work at what he does well.

9.01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal, such as:

An accountant needs an understanding of mathematics. A doctor needs an understanding of anatomy and chemistry.

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NINTH GRADE

LANGUAGE ARTS

Develon

- 1.03 The student should understand the necessity for having a satisfying job when setting a career goal.
- 1.06 The student should be able to identify sources which will help in forecasting the demand for his or her career choice on community, state and national levels.
- 2.07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.
- 3.03 The student should be able to identify accetable and unacceptable interview behaviors.
- 3.08 The student should be able to identify basic skills he or she possesses which can become salable in the job market and various types of part-time employment which could be obtained with each skill identified.
- 9.04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

Emphasize

- 1.08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.
- 1.12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.
- 3.01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

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- 5.11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.
- 5.19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.
- 5.22 The student should be able to understand that some means of communication work more effectively in some situations than others.
- 8.27 The student should understand the concept of consumer influence on what and how many goods and services are produced, for example:
- If people do not buy meat, ranchers will not have an income to buy the things needed to raise cattle, and they will not be able to buy their own food or pay their rent.
- 9.14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

NINTH GRADE

SOCIAL STUDIES

Emphasize

- 1.01 The student should be able to define the term "goal."
- 7.13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.
- 7.17 The student should understand that non-participation and/or destructive acts can threaten the rights of others.

NINTH GRADE

MATH

Develop

- 5.13 The student should recognize that there are disadvantages to being a leader, such as a leader:
- . Must accept the consequences for bad judgment.
 - . Is depended upon by many other people.
 - . Must recognize that it takes others to aid in implementation of innovations.

Emphasize

- 4.03 The student should recognize that attitudes toward work are formed from various sources, such as: age, education, sex, family socio-economic level and background, work experience, peer group attitude and predominant attitude of one's culture.
- 4.04 The student should want to work for personal satisfaction and independence.
- 4.08 The student should display pride in his or her work and work products.
- 6.01 The student should know that he or she should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, life-styles and/or getting along with other people.
- 7.11 The student should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.
- 8.08 The student should understand what interest is and why it is a necessary charge for using other people's money.
- 8.18 The student should understand the need for not

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

8.18 buying items which are priced to high or are
(Cont.) of poor quality so that the producers of over-
priced or poor quality goods will know that
people do not want them.

8.20 The student should understand that if he or she
spends time or money on one item or thing, he
or she gives up doing or buying something else
with his or her time or money, for example:

If a student received \$1.00 as a weekly
allowance, the student could possibly
go to a movie, have a hamburger and a
drink or save the dollar. By choosing
one of the things, such as saving the
\$1.00, the student must give up the
other two.

8.22 The student should identify various reasons
for using a bank.

8.23 The student should understand the importance
of saving money.

NINTH GRADE

PHYSICAL EDUCATION-HEALTH

Emphasize

4.21 The student should understand that as an
employee he or she should comply with reasonable
decisions made by other persons with legitimate
authority such as the supervisor or boss.

5.09 The student should display respect for people of
different races or ethnic origins.

5.12 The student should be able to give examples of
the advantages and disadvantages of being a
leader and/or a follower.

6.08 The student should understand that one's view of
life comes from one's personal value system.

- 7.23 The student should be able to understand the reasons for maintaining good health, for example:

One cannot put forth his or her best effort when he or she does not feel physically fit.

NINTH GRADE

SCIENCE

Introduce

- 2.09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.
- 8.33 The student should be able to identify the goals of the American economic system, for example: freedom of choice and equality of opportunity.

Develon

- 2.03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice, such as:
- Sales occupations, auto salesperson--high school diploma, generally accepted minimum age, 21; tactful, well-groomed, expresses self well, initiative, aggressiveness, self-confidence and determination to get through slow sales periods.
- 2.06 The student should recognize that many places of employment have worker benefits such as retirement plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a period of years.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

Emphasize

- 4.22 The student should understand that as an employee he or she should be able to work well with others in reaching common goals of the company.
- 5.08 The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnicity or socio-economic status.
- 6.09 The student should be able to identify the skills which he or she has which are necessary for success in the career area of his or her choice.
- 6.15 The student should know whether or not he or she is usually persistent and consistent.
- 7.10 The student should understand the consequences for non-compliance to modes of behavior determined by the society, for example:
- . Not paying federal income tax--imprisonment
 - . Not doing required school work--receive poor grades
 - . Not respecting others' property--be severely reprimanded, possibly sued or put in jail
 - . Disregarding the safety of others--injure self, or others and possibly sued
 - . Not possessing driver's licence when driving--incur fine and possible imprisonment
- 8.16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.
- 8.17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.

NINTH GRADE

VOCATIONAL EDUCATION

Develop

- 1.06 The student should be able to identify sources which will help in forecasting the demand for his or her career choice on community, state and national levels.
- 2.03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice, such as:

Sales occupations, auto salesperson--high school diploma, generally accepted minimum age, 21; tactful, well-groomed, expresses self well, initiative, aggressiveness, self-confidence and determination to get through slow sales periods.
- 2.06 The student should recognize that many places of employment have worker benefits such as retirement plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a period of years.
- 2.07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.
- 2.12 The student should know the opportunities for advancement in his or her career choice.
- 3.08 The student should be able to identify basic skills he or she possesses which can become salable in the job market and various types of part-time employment which could be obtained with each skill identified.
- 6.06 The student should be able to list successfully completed academic and/or occupational courses which have helped prepare him or her for additional training or immediate employment in the career field of his or her choice.

- 9.04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

Emphasize

- 3.01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.
- 4.04 The student should want to work for personal satisfaction and independence.
- 6.15 The student should know whether or not he or she is usually persistent and consistent.
- 8.20 The student should understand that if he or she spends time or money on one item or thing, he or she gives up doing or buying something else with his or her time or money, for example:

If a student received \$1.00 as a weekly allowance, the student could possibly go to a movie, have a hamburger and a drink or save the dollar. By choosing one of the things, such as saving the \$1.00, the student must give up the other two.

- 8.22 The student should identify various reasons for using a bank.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

TENTH GRADE

LANGUAGE ARTS

Develop

- 1.07 The student should be able to use his or her own resourcefulness to solve personal problems, for example:

If the student wants to go to college but there is not enough money for tuition, he or she could look for a job, put in a request for financial aid or apply for a loan.

- 2.02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice, for example:

A student would not want to enter an occupational field that does not need workers, and where there are many workers unemployed in a field currently.

- 2.11 The student should be able to find and talk to people who are working in the career area of his or her choice.

Emphasize

- 1.03 The student should understand the necessity for having a satisfying job when setting a career goal.

- 1.05 The student should be able to identify career directions which are available. He or she can:

- . Prepare for immediate employment after secondary school.
- . Enter a trade or technical school for advanced skill training.
- . Enter a college or university for specialized training in a career area which requires a degree.
- . Follow other directions.

- 2.01 The student should realize the benefit of talking with qualified people working in areas of interest

- 2.01 to him or her about such things as work environment,
(Cont.) necessary training, personal fulfillment, salaries,
advancement opportunities, problems encountered in
reaching that goal and how they become that kind of
worker.
- 2.04 The student should be able to identify job categories
in which he or she has some interest, and list under
each category identified: the various job titles,
the educational requirements, and the employment
outlook for each job title.
- 2.07 The student should understand how job character-
istics, such as: hours, environment, co-workers,
extra benefits, location, advancement opportunities
and salary play a major role in the selection of a
career according to an individual's needs and
interests.
- 3.06 Given a hypothetical situation, the student should
be able to determine how much it will cost him or
her to work, for example:
- . Situation: The student has been offered a
job paying \$80.00 per week net. How much of
the salary will be used for work costs?
 - . Student response: It costs \$.30 a day to
ride the bus; \$3.00 per week for foods, which
can be used for preparing sack lunches; \$18.00
per week for child-care and \$2.50 per week for
coffee. The total costs per week would be
\$27.50 not including such things as union dues
and additional money spent for appropriate
work clothing.
- 3.08 The student should be able to identify basic skills
he or she possesses which can become salable in the
job market and various types of part-time employment
which could be obtained with each skill identified.
- 3.09 The student should be able to identify examples
of work habits and attitudes necessary for
successful entry into a chosen occupation,
such as:
- Bank teller--punctuality, mathematical
accuracy, appropriate dress, pleasant
personality and helpfulness to others.
- 5.13 The student should recognize that there are
disadvantages to being a leader, such as a
leader:

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5.13
(Cont.)

- . Must accept the consequences for bad judgment.
- . Is depended upon by many other people.
- . Must recognize that it takes others to aid in implemenation of innovations.

- 6.04 The student should be able to understand the factors which will have some influence on his or her career options. for example: personal characteristics, training requirements, financial rewards, parental attitudes, cultural obstacles (racism, sex discrimination) unreasonable aspirations in terms of abilities, possibility of becoming locked into narrow fields of specialization and/or lack of vital information.
- 6.05 The student should understand the need for recognizing his or her own faults or limitations.
- 6.11 The student should understand that having a good self-concept gives an individual a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.
- 7.01 The student should be able to give examples of how the quality of one's work can affect one's vocational or professional status, such as:
- A dentist may not have many patients if his work is of a poor quality. A mechanic may not have much business if his customers are not satisfied with the quality of his work.
- 9.02 The student should be able to identify learning experiences in school which have improved his or her ability to follow a particular career direction and/or enabled him or her to make a necessary career adjustment.
- 9.04 The student should be able to identify courses which are available in school and soecialized training programs offered for full-time employment.

TENTH GRADE

SOCIAL STUDIES

Develop

- 2.05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.
- 2.09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

Emphasize

- 4.14 The student should be active in the planning of his or her career development and should seek help when advice, assistance and/or direction are needed.
- 4.24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as: laziness, flexibility, punctuality, extreme dress and inability to accept authority.
- 6.13 The student should be able to identify factors which influence or govern his or her social development, such as: family, church, legislation and peer groups.
- 7.08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.
- 7.15 The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.
- 8.02 The student should realize that changes in

8.02 technology will affect his or her work and
(Cont.) lifestyle.

8.03 The student should understand that technology
results in greater, faster and better production.

TENTH GRADE

MATH

Develon

- 1.09 The student should identify examples of the necessity
for putting first things first, such as:

If he or she chooses to buy a new car before
acquiring enough money, he or she may lose
the car thus damaging his or her credit and
making it difficult to buy another car.

- 1.11 The student should understand that school counselors
can help locate sources of financial assistance and
career information and help resolve conflicts in
career goals.

Emphasize

- 5.01 The student should understand the benefits of
attempting to solve problems on the job in a
tactful manner, for example:

A fellow worker constantly wants to
gossip with you about other co-workers.
You might tell him that it is the super-
visor's job to insure that workers con-
duct themselves appropriately on the
job. Or, you might find something
positive to say about a worker whenever
a negative statement is made.

- 5.07 The student should understand that as an employee
he or she should not make unnecessary criticisms
of supervisors or others in the presence of

5.07 co-workers.
(Cont.)

5.23 The student should understand that chronic complainers are irritating to their fellow workers.

8.11 The student should be able to understand the differences between gross income, net income and taxes.

- . Gross Income—the total amount of money earned for performing a task or service before taxes
- . Net Income—the income received for work excluding the amount paid out for taxes and fringe benefits
- . Taxes—a compulsory payment of a percentage of income for the support of the government

8.19 The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.

8.21 The student should understand income and expenditures in managing a household budget.

8.32 The student should be able to identify basic areas of employment provided by our economic system, for example: large business concerns; small business concerns; self-employment; and federal, state or local government jobs.

8.33 The student should be able to identify the goals of the American economic system, for example: freedom of choice and equality of opportunity.

TENTH GRADE

PHYSICAL EDUCATION-HEALTH

Emphasize

- 4.17 The student should have a positive attitude toward putting in a day's work for a day's pay.
- 4.18 The student should demonstrate the development of positive attitudes toward specific occupations, understanding their usefulness and dignity within society.
- 5.10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals, for example:

If he or she feels all blacks are inferior, blacks may sense this and become hostile toward him or her.

- 6.06 The student should be able to list successfully completed academic and/or occupational courses which have helped prepare him or her for additional training or immediate employment in the career field of his or her choice.

TENTH GRADE

VOCATIONAL EDUCATION

Develop

- 2.11 The student should be able to find and talk to people who are working in the career area of his or her choice.

Emphasize

- 1.03 The student should understand the necessity for having a satisfying job when setting a career goal.
- 1.05 The student should be able to identify career directions which are available. He or she can:

1.05
(Cont.)

- . Prepare for immediate employment after secondary school.
- . Enter a trade or technical school for advanced skill training.
- . Enter a college or university for specialized training in a career area which requires a degree.
- . Follow other directions.

2.01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

2.04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

ELEVENTH GRADE

LANGUAGE ARTS

Emphasize

- 2.02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice, for example:

A student would not want to enter an occupational field that does not need workers, and where there are many workers unemployed in a field currently.

- 3.02 The student should be able to demonstrate appropriate skills, such as he or she should:

- . Have a social security number, and the names, addresses and phone numbers of references readily available.
- . Indicate types of jobs preferred and expectations of the job; e.g., hours, pay and experience to be gained.
- . Answer questions as promptly and as accurately as possible.
- . Be appropriately groomed and dressed.
- . Use acceptable manners and good posture.
- . Ask questions regarding fringe benefits, advancement opportunities, training and union membership.
- . Show enthusiasm.

- 3.03 The student should be able to identify acceptable and unacceptable interview behaviors.

- 4.20 The student should display a positive attitude toward employees showing loyalty to employers.

ELEVENTH GRADE

SOCIAL STUDIES

Emphasize

- 2.03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice, such as:
- Sales occupations, auto salesperson—high school diploma, generally accepted minimum age, 21; tactful, well-groomed, expresses self well, initiative, aggressiveness, self-confidence and determination to get through slow sales periods.
- 2.12 The student should know the opportunities for advancement in his or her career choice.
- 6.10 The student should understand that how he or she views himself or herself—self-concept—influences his or her ability to succeed.
- 7.07 The student should be able to understand that there are members of our society who are unable to provide incomes for themselves and that our society has taken responsibility for supporting certain people, such as orphans and the aged.
- 7.14 The student should understand that criticism can be constructive when it promotes reform through correction of social, political and/or economic ills.
- 7.16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.
- 7.18 The student should understand current problems.
- 8.04 The student should be able to understand that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for the labor force to retrain.
- 8.05 The student should understand that technology

8.05 can create the necessity for retraining in
(Cont.) present jobs.

9.03 The student should be able to identify learning experiences outside of school which he or she feels are or were important to his or her choice of a career direction.

ELEVENTH GRADE

MATH

Emphasize

- 2.08 The student should be able to understand the necessity for time clocks at many places of employment and how a time clock is used.
- 3.05 Given information regarding the location of a place of work in relationship to the location of home, time for reporting to work, the nonavailability of a cafeteria or personal parking at the work place, and the availability of two ten-minute coffee breaks during the work day; the student will be able to determine how long it will take him or her to get to work using private and/or public transportation, what time he or she must arise in the morning to get to work on time, the most appropriate times to take care of his or her personal toilet needs, where to park his or her automobile if applicable and what he or she will do about lunch.
- 3.07 The student should be able to give examples of ways in which he or she might present himself or herself in order to improve his or her chances for success on the job, such as:

If one consistently produces quality work and gets along well with other employees, chance for success will be greater.

ELEVENTH GRADE

PHYSICAL EDUCATION-HEALTH

Emphasize

1.02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

6.02 The student should be able to identify his or her capabilities which are related to his or her career direction, for example:

Works better with his or her hands.
Or, works better with his or her mind.

6.03 The student should be able to identify his or her interests which are related to his or her career direction, for example:

Likes working outdoors or indoors. Or,
likes working with groups or alone.

ELEVENTH GRADE

SCIENCE

Emphasize

2.11 The student should be able to find and talk to people who are working in the career area of his or her choice.

5.02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example:

A friendly offer of help by a co-worker

- 5.02
(Cont.) can have a positive effect. Helpfulness
 may have a negative effect when it is done
 out of a need to dominate another person
 or from an inability to accept the fact
 that things might be done in different
 ways.
- 7.21 The student should exhibit concern for the proper
 care and conservative use of equipment and
 materials on the job.
- 8.01 The student should understand that the benefits
 of technology are the production of new, more
 and better goods and services.

ELEVENTH GRADE

VOCATIONAL EDUCATION

Emphasize

- 2.10 The student should be aware of various jobs he or
 she can have with the same skills.
- 7.21 The student should exhibit concern for the proper
 care and conservative use of equipment and
 materials on the job.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

TWELFTH GRADE

LANGUAGE ARTS

Emphasize

- 1.07 The student should be able to use his or her own resourcefulness to solve personal problems, for example:

If the student wants to go to college but there is not enough money for tuition, he or she could look for a job, put in a request for financial aid or apply for a loan.

- 3.10 The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.

TWELFTH GRADE

SOCIAL STUDIES

Emphasize

- 1.09 The student should identify examples of the necessity for putting first things first, such as:

If he or she chooses to buy a new car before acquiring enough money, he or she may lose the car thus damaging his or her credit and making it difficult to buy another car.

- 5.03 In a problem work situation, the student should be able to identify the principal parties involved and indicate suggestions for solving the problem, for example:

Problem: consistently tardy employee.
Principals: supervisor and employee.

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

5.03
(Cont.)

The supervisor might call the employee in for a personal conference, and the supervisor might insist that the employee cease being tardy or be fired in the near future if the situation is not corrected.

7.19 The student should want to work for the betterment and fulfillment of the goals of society.

7.05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom, for example:

- . Citizens have various rights guaranteed by the constitution and may exercise these rights as long as they do not infringe on the rights of others in the process. One has the freedom of speech but not to slander or defame the character of other persons.
- . An individual has the freedom of movement in this country but not to trespass on the property of others.
- . One has the right of self-defense but not the right of murder or assault.

7.06 The student should know the laws that protect the rights of workers, children and others in the work world.

7.13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.

7.14 The student should understand that criticism can be constructive when it promotes reform through correction of social, political and/or economic ills.

TWELFTH GRADE

MATH

Emphasize

- 1.11 The student should understand that school counselors can help locate sources of financial assistance and career information and help resolve conflicts in career goals.
- 6.12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size, and then applying them to one's value system or discarding them.
- 8.24 The student should be able to identify a variety of possible deductions which could be taken out of his or her gross wages, such as: social security, health or life insurance payments and union or professional dues.
- 8.15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

TWELFTH GRADE

PHYSICAL EDUCATION

Emphasize

- 4.23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value

CAREER EDUCATION SEQUENCING REPORT FOR ROYCE CITY I. S. D.

4.23 to an employer in such situations.
(Cont.)

TWELFTH GRADE

SCIENCE

Emphasize

- 1.06 The student should be able to identify sources which will help in forecasting the demand for his or her career choice on community, state and national levels.
- 2.05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.
- 5.14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial, such as:
 - . When involved in a team effort where the expertise is varied, it is necessary to become a leader when your expertise is needed, and to follow the direction of other leaders when their expertise is the area of priority.
 - . In the home as a teenager, one often follows the leadership of parents; however, if there is no parent present, one often assumes the leadership role in directing peer behavior in an appropriate manner. For example, when the mother is ill, the oldest child often assumes the role of a leader in getting the younger children fed and off to school.

TWELFTH GRADE

VOCATIONAL EDUCATION

Emphasize

- 1.04 The student should understand that an individual will work better when personal goals are accurately matched to career choice.
- 2.06 The student should recognize that many places of employment have worker benefits such as retirement plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a period of years.
- 2.09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

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APPENDIX E

CAREER EDUCATION TRAINING SEMINARS

CAREER EDUCATION MINI-WORKSHOPS

CURRICULUM WORKSHOP

PICES
PHASING IN CAREER EDUCATION SYSTEMATICALLY

TRAINING SEMINARS
February, 1976

Purpose: To provide awareness and create motivation for career education.

Objectives: The participant will be able to:

1. Identify the need for career education.
2. Define the basic elements and goals for career education.
3. Understand the PICES Model and identify the district's role in the model.
4. Identify those learner outcomes he/she is responsible for teaching within the district matrix.
5. Identify at least two school districts that have successfully implemented a career education program.
6. Describe several instructional strategies which could be helpful in infusing career education learner outcomes.
7. Briefly describe how career education learner outcomes can be infused into existing curriculum.

WORK CONTRACT FOR TRAINING SEMINARS
PICES INCORPORATED
February, 1976

As an employee of PICES Incorporated, you will have certain duties and responsibilities. Please become familiar with the following work contract so that you will be aware of what is expected of you.

The Management

DAY I

8:00-12:00 (Morning)	Clock In & Coffee Break . Pretest Introduction to Company Policies and Regulations Prospects and Future of PICES, Inc. . "Work Is Child's Play" . Group Activity
12:00-1:00	Lunch Break
1:00-3:30 (Afternoon)	Company Organization . Explanation of PICES Model . Sequenced Learner Outcomes Coffee Break Demonstrations by the Professionals . Martha Cunningham, Waxahachie I.S.D. . Mickie Nunn, Waxahachie I.S.D. . Marty McDaniel, Commerce I.S.D. . Dave Pullias, Richardson I.S.D. . Francis Smith, Richardson I.S.D.

NOTE: All employees are required to bring special tools and equipment (textbooks, curriculum guides and other teaching tools to the job site on Day II.

DAY II

8:30-12:00 (Morning)	Coffee Break Work Stations . Overview of Mini-Workshops Skill Practice . Newspaper Game . Practice in Infusing the Learner Outcomes Meeting with Shop Foremen . District Meet with Consultants . District Sequencing
12:00-1:00	Lunch Break
1:00-3:30 (Afternoon)	Production Goal Setting and Planning . Development of Tentative Teaching Plan . Evaluation

INSTRUCTIONAL STRATEGIES WORKSHOPS - SPRING 1976

March 2

Involvement Bulletin Boards - K-12
Games, Simulations & Role Play - K-12
Module Writing Activity - K-12

March 3

Repeat of March 2

March 8

Community Resources - K-12
Utilizing the Daily Newspaper - K-12

March 9

Repeat of March 8

March 16-17.

Bicentennial Learning Center - K-6
Questioning Strategies - K-12
Projects & Demonstrations - 7-12

March 30-31

Materials Available from Region X



CAREER EDUCATION INSTRUCTIONAL STRATEGIES
MINI-WORKSHOPS-SPRING 1976

The following brief descriptions are intended to communicate in a nutshell what learning activities and materials will be provided to mini workshop participants.



TITLE: Curriculum Development

REQUIRED TIME: 3-1/2 Hrs.

GRADE LEVEL: K-12

OBJECTIVE: Participants will submit a learning module which will infuse a career education learner outcome into existing curriculum.

DESCRIPTION: Infusing career education learner outcomes into existing curriculum content will be the focus of this workshop. Participants will plan and develop lessons integrating those outcomes which have been placed into their particular grade level and subject area.

MATERIALS:

Participants will receive:

- a. Booklet - Basic Learner Outcomes for Career Education
- b. Curriculum Worksheets



TITLE: Utilizing The Daily Newspaper

REQUIRED TIME: 1 Hr.

GRADE LEVEL: K-12

OBJECTIVE: After the workshop, participants will be able to use the newspaper as a living textbook and as an aid for infusing career education learner outcomes into their subject area.

DESCRIPTION: The workshop gives examples on how to use the newspaper in each subject area. Suggested activities showing how learner outcomes may be infused into the units of study are illustrated. These activities and units will be useful to both elementary and secondary teachers.

MATERIALS:

Participants will receive:

- a. Utilizing the Newspaper as a Teaching Tool (packet of information)
- b. Newspapers



TITLE: Games, Simulations & Role Play

REQUIRED TIME: 1-1/2 Hrs.

GRADE LEVEL: K-12

OBJECTIVE: After the session participants will be aware of the purpose, effectiveness and appeal of games, simulations and role play.

DESCRIPTION: Through games, simulations and role play YOU ARE THERE! Since experience is the best teacher, what better way to learn! This mini workshop will introduce participants to games, simulation and role play by actual participation.

MATERIALS:

Participants will receive:

Games, Simulations, and Role Play-An Exciting Way to Learn



TITLE: Questioning Strategies

REQUIRED TIME: 2 Hrs.

GRADE LEVEL: K-12

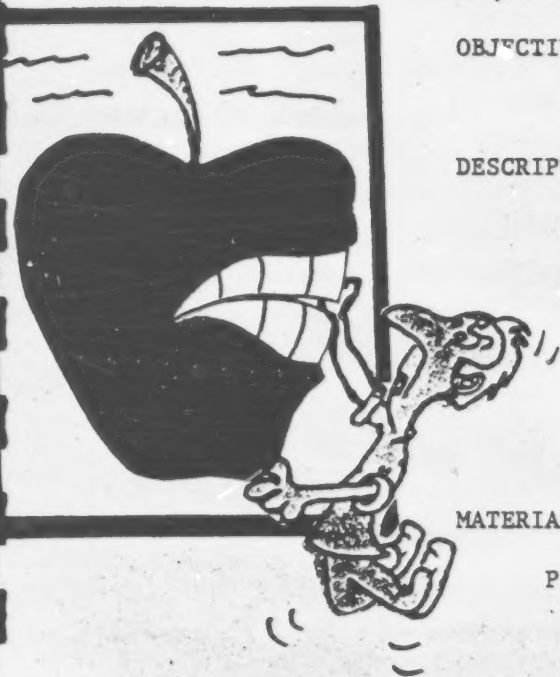
OBJECTIVE: After the session, participants will be able to list a variety of questions which elicit higher levels of thinking from students.

DESCRIPTION: Isn't the development of a thinking person who is capable of making sound decisions one of the goals of education? One important teacher skill needed to produce such a student is a questioning technique which encourages thinking. This workshop introduces participants to the kinds of questions which encourage students to think on levels above recall.

MATERIALS:

Participants will receive:

Questioning for Maximum Thinking



TITLE: Involvement Bulletin Boards

REQUIRED TIME: 1-1/2 Hrs.

GRADE LEVEL: K-12

OBJECTIVE: Participants will be able to identify, define, and construct bulletin boards which infuse career education learner outcomes with a subject area.

DESCRIPTION: Stimulating students to relate and respond, involvement bulletin boards viewed in this workshop use relevant curriculum infused with career education as a springboard for learning. K-12 teachers will evaluate bulletin boards which were made by teachers throughout Region X and practice infusing career education learner outcomes with subject matter content that they will be teaching this year. As a culminating activity, teachers will construct involvement boards and evaluate their products.

MATERIALS:

Participants will receive:

- Handouts: a. Steps in Planning an Involvement Bulletin Board
b. Evaluating Your Involvement Bulletin Boards
Materials to Make an Involvement Bulletin Board



TITLE: Project & Demonstrations

REQUIRED TIME: 1-1/2 Hrs.

GRADE LEVEL: 7-12

OBJECTIVE: Participants will be able to adapt the infusion process easily to any curriculum area through the utilization of projects and demonstrations.

DESCRIPTION: This workshop is designed around activities that will provide helpful hints in utilizing projects and their components such as interviews, speakers, role playing, slide/tape presentations, and any culmination of these strategies and innovations.

MATERIALS:

Participants will receive:

A Collection of Springboard Ideas for Projects

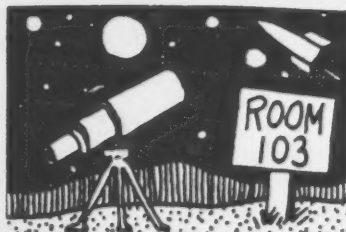


TITLE: Community Resources - 2 Parts

REQUIRED TIME: Part I Resource Persons - 1-1/2 Hr. **GRADE LEVEL**
Part II Field Trips - 1-1/2 Hr. K-12

OBJECTIVE: Participants will be able to identify activities utilizing field trips and resource persons to enrich the classroom experience and procedures to locate and catalog community resources.

DESCRIPTION: In these workshops, participants will be given a variety of activities which utilize community resources to enliven the existing curriculum. Suggestions on how to prepare a class for field trips and for resource persons, interviewing techniques and procedures for locating and cataloging community resources will be provided.



MATERIALS:

Participants will receive:

Booklet - Utilizing Community Resources



TITLE: Bicentennial Learning Center

REQUIRED TIME: 1 Hr. **GRADE LEVEL** K-6

OBJECTIVE: Participants will be able to define, design, and construct a learning station infusing career education with Bicentennial concepts.

DESCRIPTION: A learning center is an area in the classroom which contains a collection of activities and materials to teach, reinforce, and/or enrich a skill or concept. In this workshop teachers will participate in Bicentennial learning activities which are keyed to career education learner outcomes.

MATERIALS:

Participants will receive:

- a. Miscellaneous printed materials
- b. Booklet: Bicentennial Learning Center

8:30 - 4:00

To develop initial information and skills needed to begin instruction.

Participants will be able to write a module infusing a learner outcome into a subject area unit.

Participants will be able to utilize games, simulations, and role playing in modules.

Participants will be able to design a career education involvement bulletin board.

A.M. in 2 groups: Wilmer Hutchins & Kaufman
in small room

Garland & Royse City
in large room

- Writing a Module
- Introduction
- Time Line
- Walk Through
- Group Work
- Step by Step Writing

LUNCH

P.M. in 1 group: large room

Involvement Bulletin Boards
Games, Simulations, Role Play

CURRICULUM WORKSHEET
EXPLANATION OF TERMS

. Career Education Learner Outcome

Selected from the booklet published by the Texas Education Agency, Basic Learner Outcomes for Career Education, or the tentative matrix of subject and grade placement of the outcomes. This sentence serves as a goal statement in the cognitive (knowledge), affective (feelings), or psycho-motor domain. Outcomes are things that Texans who were surveyed said were important for seventeen year olds to possess.

. Subject Matter Content

This section should provide an answer to: What should the student gain in terms of subject matter? Generalizations and concepts are transferable to other situations and represent highly usable forms of learning. The student may be expected to acquire skills and abilities from the study of the subject matter. Main ideas are less comprehensive than generalizations but broader than isolated facts. Factual information alone is ordinarily considered to be the least valuable type of learning but continues to form the bulk of identified curriculum. If facts are what the student is expected to gain, list them.

. Performance Objective

of curriculum and career education is evidenced in this behaviorally-stated objective which includes 1) condition, 2) performer, 3) behavior, and 4) level of performance. Behavior that the student is expected to exhibit following instruction is described. If teacher judgment is the criterion used to determine a satisfactory level of performance, it should be so identified. Several objectives may be needed to develop a Learner Outcome; only one is included in the mini-curriculum module.

. Activities

The student will: What the student does in order to learn is important. Alternative activities that provide for a range of learning styles, interests, and abilities should be included.

Inclusion of an activity should be determined by checking its consistency with the curriculum content column and/or the performance objective. At least one activity should provide for behavior parallel to that described in the performance objective.

Underline last sentence

One or more "mastery items" should be included in order to provide the learner practice of the desired behavior and to let him assess his ability to perform the behavior.

. Resources:

Human and non-human resources which the student employs in the described activity should be listed in the Resources column.

If teacher-used resources are listed, they should be preceded by a capital T.

. Evaluation

This section should include pre-test and post-test, projects, essays, or any other evaluative measures.

TRY YOUR OWN HAND

- Step 1 - To select the Career Education learner outcomes, count the total number assigned to you for the year. Divide by 3 trimesters. Place # in upper right hand corner. Refer to this when necessary. Count the total number of outcomes for each course (for secondary) or subject area (for elementary) for which you are responsible. Divide by three. Place number beside course/subject area.
- Step 2 - Select a course/subject area. List the units/things to be studied during the last trimester.
- Step 3 - Compare the outcomes to the unit/study topics. Select the outcomes which seem to go with the units to fill the quota for that course/subject area.
- Step 4 - Continue steps 2 and 3 for all courses/subject areas for which you are responsible during the last trimester.
- Step 5 - Using one unit in one course/subject area, write on the form all available information.
- Step 6 - Write a performance objective which "marries" the career outcome with the subject area content.
- Step 7 - Brainstorm all possible activities, procedures, games, multi-media, resource people, field trip sites, etc. which could be used.
- Step 8 - Select from the brainstormed list the items which are most appropriate and write in sequence all activities needed for students to accomplish the objective.
- Step 9 - List resources needed to accomplish each activity.
- Step 10 - Write evaluation procedures which will show whether the objective was accomplished or not.

TENTATIVE TIMELINE FOR THIRD TRIMESTER

	March					April				May			
	1	2	3	4	5	1	2	3	4	1	2	3	4
*c/s.a.													
*c/s.a.													
*c/s.a.													
*c/s.a.													
*c/s.a.													
*c/s.a.													

INSTRUCTIONS:

1. *List the courses/subject areas for which you are responsible.
2. In the appropriate time block list the units to be studied this trimester.
3. Write the learner outcomes to be taught in the blocks under the units they will be infused into easily.
4. Refer to this timeline frequently to prepare for teaching modules properly.

CURRICULUM WORKSHEET

LESSON / MODULE

CAMPUS

GRADE

SUBJECT

CAREER EDUCATION LEARNER OUTCOME

I D E

(CIRCLE ONE)

SUBJECT MATTER CONTENT



Region 10 E.S.C. Career Education

PERFORMANCE OBJECTIVE

ACTIVITIES	RESOURCES

EVALUATION	
------------	--

PRE	
-----	--

	POST
--	------

NOTES / COMMENTS

ACTIVITIES	RESOURCES

APPENDIX F
INSTRUCTIONAL APPLICATION PHASE
TEACHER REPORT FORM

NOTE: Record Daily
Submit Weekly

APPENDIX F

WEEKLY CAREER EDUCATION
INSTRUCTION/PREPARATION
REPORT FORM
for

(month) through (month) (day) through (month) (day)

[1-3] _____
[4-6] _____
[7-8] _____
[9-10] _____
(District)
(Campus)
(Teacher)
(Course)

NOTE: Record daily times in minutes. Weekly totals should be rounded to nearest hour.

Number of Hours of Assistance Provided by Region 10 Career Education Staff						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Group In-Service Presentations						[11-12]
Individual or Small Group Assistance						[13-14]

[15-16] _____
(Total Hours)

Number of Hours Spent Actually Teaching Career Education Learner Outcomes						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Classroom Instruction						[17-18]
Resource Persons						[19-20]
Field Trips						[21-22]

[23-24] _____
(Total Hours)

Number of Hours Spent in Instructional Preparation for Teaching Career Education Learner Outcomes Without Assistance From E.S.C. Personnel						
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
General Planning						[25-26]
Preparation of Materials						[27-28]

[29-30] _____
(Total Hours)

453

454

APPENDIX G
REVISED EVALUATION PLAN
AND
EVALUATOR COMMENTS FOLLOWING
PEAC ON-SITE VISITS

REVISED EVALUATION PLAN

PHASING IN CAREER EDUCATION SYSTEMATICALLY

Region 10 Education Service Center

Richardson, Texas

October, 1975

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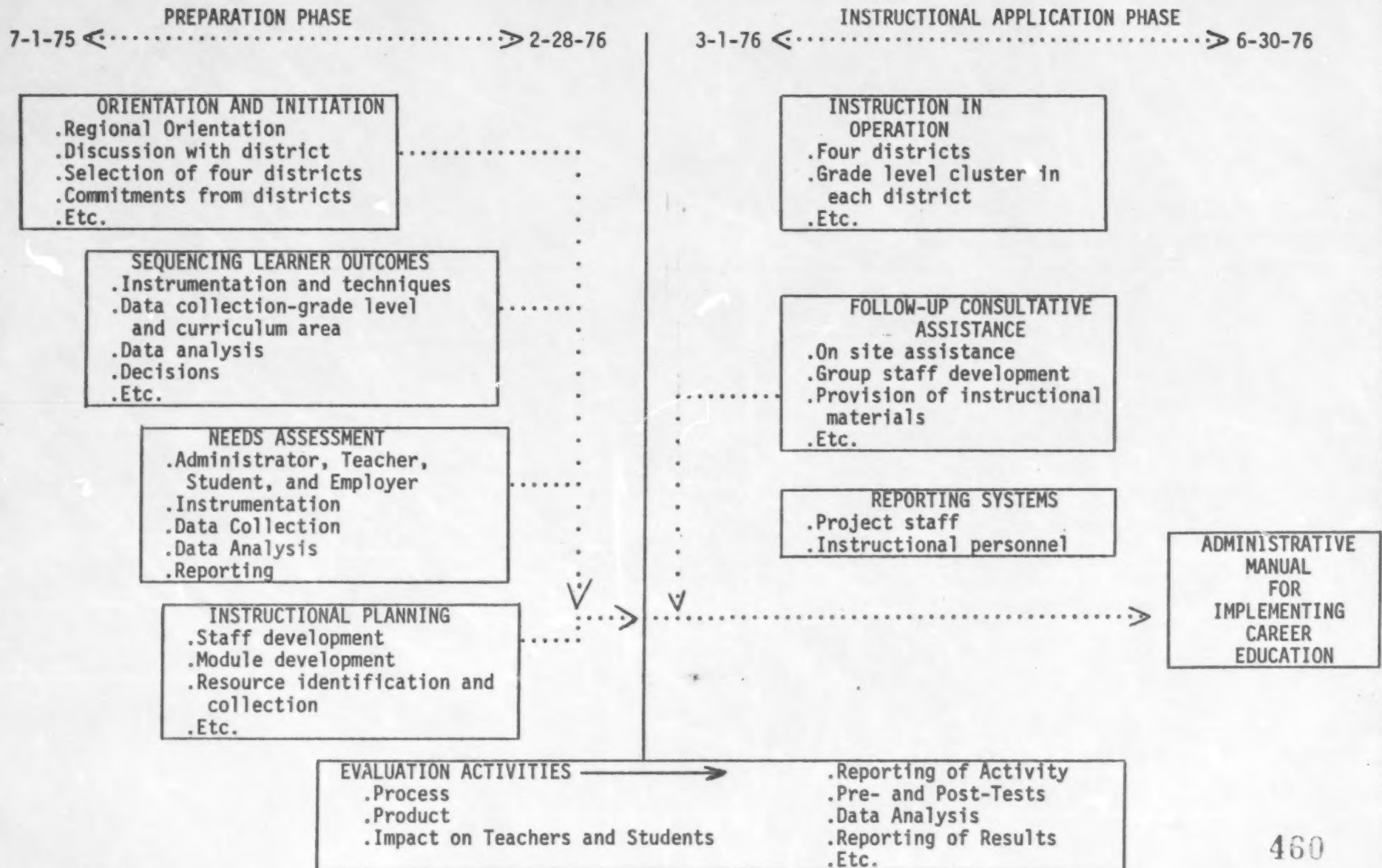
SECTION I INTRODUCTION

The Phasing In Career Education Systematically project is designed to demonstrate that optimum career education programming and desirable learner outcomes can best be achieved through systematic planning and development. Conducting needs assessments, sequencing learner outcomes, and designing specific instructional strategies are the basic components to be employed in the PICES project. Table I presents a schematic for the PICES Project.

Process, product, and impact evaluation techniques will be used to determine the effectiveness of project operations. Process evaluation strategies will focus primarily on the nine objectives stated in the proposal approved by the USOE Office of Career Education. The first eight objectives are process by nature and will be evaluated through a review of project records maintained by the Project Coordinator. Product evaluation, in addition to process evaluation strategies, will be employed with objective number nine. This objective calls for the development of a procedural manual reflecting the systems utilized in the project operations. Impact evaluation strategies are designed to ascertain the effects of instruction on students.

The primary responsibility for developing and implementing an appropriate and meaningful evaluation design was couched with the Planning, Evaluation, Research, and Development Component of the Region 10 Education Service Center. A Project Evaluation Advisory Committee has been selected to (1) review, make recommendations on, and approve the evaluation design, (2) monitor implementation of the approved design, (3) provide evaluative feedback concerning products generated through the project, and (4) contribute to the development of evaluation reports.

SCHEMATIC OF PICES PROJECT DESIGN



The remainder of this document presents specific strategies for process, product, and impact evaluation. Also, an activity timeline for each type of evaluation is provided.

SECTION II PROCESS EVALUATION

The primary purpose of process evaluation is to determine the degree to which objectives stated in the approved proposal were achieved. The nine objectives as stated in the proposal are as follows:

1. By July 31, 1975, the ESC staff will identify four (4) Region 10 LEAs to participate as installation sites for the career education planning systems, as evidenced by letters of agreement/commitment on file in the Career Education Office of Region 10 Education Service Center.
2. By August 31, 1975, administrators from each participating district will develop a career education management plan for utilizing the career education planning systems at the local level, as evidenced by these documents being on file in the Career Education Office of Region 10 Education Service Center.
3. By November 30, 1975, each participating district will have completed a comprehensive needs assessment for career education, as evidenced by a report of the results being filed with the Texas Education Agency.
4. By November 30, 1975, each participating district will have completed the sequencing of learner outcomes for grade-level and subject area, as evidenced by a summary report on file in the Career Education Office of the Region 10 ESC.
5. Beginning in October, 1975, and continuing through May, 1976, participating districts with the assistance of project personnel will, based on the results of the needs assessment and sequencing activities, address the tasks necessary for implementing instructional approaches at selected grade level clusters, as evidenced by records of tasks completed on file in the Career Education Office of the Region 10 ESC.
6. During the first week of February, 1976, each participating district will administer student pre-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 ESC.
7. From February through May, 1976, each participating district will implement planned career education instructional strategies in selected grade level clusters, as evidenced by a weekly report of instructional activities implemented on file in the Career Education Office of the Region 10 ESC.

8. During May, 1976, each participating district will administer student post-test measures of cognition and attitude relative to salient career education concepts, as evidenced by test results on file in the Career Education Office of the Region 10 ESC.
9. The Project Coordinator will document the career education planning systems utilized by participating districts, as evidenced by a procedural handbook for using such systems submitted to the USOE by July 31, 1976.

Documentation or evidence of the attainment of each objective is reflected in the objective statement. Table II, Objective Evaluation Specifications presents strategies for conducting process evaluation.

TABLE II
OBJECTIVE EVALUATION SPECIFICATIONS

OBJECTIVE INTENT	DOCUMENTATION	METHODOLOGY
1. Identification of four LEAs as installation sites to be completed by 7-31-75.	Letter of commitment from Superintendents	Audit of letter on file
2. Management plans for each participating district. To be completed by 8-31-75.	Copies of Management Plan	Audit of Plans on file
3. Conduction of needs assessment for Career Education by each participating district. Completion date 11-30-75.	. Copy of report of needs assessment results. . Opinions of participating district coordinators as to the quality of procedures used.	. Audit of needs assessment reports on file. . Group discussion of procedures used.
4. Each district to sequence learner outcomes by grade-level and subject area. Completion date 11-30-75.	. Copy of results of sequencing effort. . Opinions of participating district coordinators as to the quality of procedures used.	. Audit of sequencing reports on file. . Group discussion of procedures used.
5. Preparing for instructional application at grade level cluster in each district. From 10-1975 through 5-1976.	Records of preparation activities, including (1) instructional plans developed, (2) staff development sessions, and (3) amount of time devoted by project staff in assisting district teachers in developing plans.	Audit of records maintained by project staff

OBJECTIVE INTENT	DOCUMENTATION	METHODOLOGY
6. Administration of student pre-tests of cognition and attitude. Completion date Feb., 1975	Tests results on file from each participating district	Audit of testing results.
7. Implementation of instructional strategies. Dates February through May, 1976.	Copies of weekly reports of instructional activities submitted by teachers in local districts.	Audit of weekly reports and summary of information reported.
8. Administration of student post-tests of cognition and attitude. Date, during May, 1976.	Test results on file from each district.	Audit of test results.
9. Documentation of systems used in project. Completion date July 31, 1976. (One copy of the manual is to be disseminated to each of fifty state departments of education.)	Copies of letters sent to state departments of education with a copy of the manual.	Audit of letters on file.

SECTION III PRODUCT EVALUATION

A procedural manual containing a description of the systems and procedures utilized in the PICES project is to be produced. The quality of this product will be judged by members of the Project Evaluation Advisory Committee and six to ten practicing school administrators. Three primary criteria will be used in evaluating the quality of the manual. The criteria are:

(1) Productive Utility of the Manual

The core question here is "Will the systems presented in the document be effective in assisting school administrators in planning and implementing career education?"

(2) Application Potential of the Manual.

The core question here is "Are the systems described in the manual such that a practicing school administrator can reasonably employ the systems?"

(3) Duplication Potential of the Manual

The core question here is "Can a large number of the manuals be duplicated within reasonable cost limits?"

Rating sheets to obtain evaluative feedback from members of the Project Evaluation Advisory Committee and Practicing Administrators will be developed for criteria one and two. Information pertaining to criterion number three will be generated from public and commercial printing concerns. Information generated through these techniques will be discussed with the Project Evaluation Advisory Committee.

SECTION IV IMPACT EVALUATION

Impact evaluation strategies are designed to determine the effects of the project (1) on teachers involved in the instructional application phase and (2) on students directly involved in the instructional application phase. The instructional application phase will cover about three months of time. This phase is scheduled for the last quarter, roughly March through May, 1976, in each participating district.

IMPACT ON TEACHERS

Pre- and post-measures of (1) perceived competency in teaching career education concepts, (2) attitude toward career education in general and (3) cognitive understandings relative to careers will be administered to each teacher involved in instructional application. These teachers will be deeply involved in the preparation phase in group staff development activities and in developing specific instructional plans. Therefore, pre-measures of perceived competency, attitude, and knowledge related to career education will be taken during the month of May, 1976. Instruments for measuring perceived competency of teachers will be developed by the Planning, Evaluation, Research and Development Component personnel. Teacher attitude toward career education will be measured by Career Education Needs Assessment - Teachers and Administrators by Arvin Blome and Glen Rask. This instrument is published by Olympus Publishing Company of Salt Lake City, Utah. Teacher knowledge of careers will be measured by: Survey - Texas Career Education Measurement Series. This instrument was developed by the Westinghouse Learning Corporation through a grant to the Partners in Career Education project in Arlington, Texas.

A control group of teachers, teaching on the same instructional level but not involved in the instructional application phase, will be selected where possible.

This will not be possible in two or three of the four participating districts, in that all teachers on the same instructional level will be involved in instructional application in those districts.

IMPACT ON STUDENTS

Pre- and post-measures of student (1) attitude toward careers, (2) knowledge of careers, and (3) academic achievement in reading and math will be taken. Pre-tests will be administered by local teachers, after receiving orientation from project staff members, during the first week of the third tri-mester of the 1975-76 school year. Post-tests will be administered by local teachers during the second or third week of May, 1976.

Student attitude, grades 6 through 12, will be measured, pre- and post-, by the Career Maturity Inventory A-1 authored by Dr. John O. Crites and published by McGraw-Hill Book Company. Due to a lack of acceptable instrumentation, student attitudes toward careers will not be measured for student grades K through 5.

Student knowledge of careers, grades 7 through 12, will be measured, pre- and post- by the category tests of the Texas Career Education Measurement Series developed by Westinghouse. Again due to a lack of acceptable instrumentation, student knowledge of careers grades K through 6 will not be measured.

Student achievement in reading and math will be measured by the appropriate level of reading and math subtests of the Comprehensive Test of Basic Skills Forms published by McGraw-Hill Book Company. Students at all grade levels will be tested in reading and math. The number of students to be tested will vary from district to district depending on enrollment in the grade level cluster participating in the instructional application phase. Should random selection of students for testing be needed, personnel from the P.E.R.D. Component will make the selections using appropriate selection techniques.

Control groups of students will not be used in evaluating student gain. However, a technique whereby each student serves as his/her own control will be employed.

The Project Evaluation Advisory Committee has reviewed and approved this procedure, as well as the entire evaluation approach.

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SECTION V
EVALUATION ACTIVITY TIMELINE

Table II, EVALUATION ACTIVITY TIMELINE, presents the major evaluation activities and anticipated time references. Systematic and orderly implementation of evaluation activities in keeping with the time frame specified is of extreme importance.

* PEAC = Project Evaluation
Advisory Committee

TABLE III
EVALUATION ACTIVITY TIMELINE

ACTIVITY	1975				1976					
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Establishment of PEAC*	30									
First meeting of PEAC (1 day)		29								
Monitoring of Project Operations										30
First Status Report			24							
Administer Teacher Pre-Measured (Knowledge and Attitude)			24...19							
Second Meeting of PEAC (2 days)								5.9		
Second Status Report						16.20				
Administer Student Pre-Test						23..5				
Implementation of Teacher Reporting System							1.....		3	
Evaluation of Manual by PEAC					2.....					15
Third Status Report								1.15		
Third Meeting of PEAC (1 day)										14.18
Administer Student Post-Test									17.21	
Administer Teacher Post-Test									17.21	
Treat Teacher and Student Data									22....15	
Submit Final Report										30
			12							

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REPORT ON EVALUATION TEAM VISITS
TO PARTICIPATING HIGH SCHOOLS IN THE
GARLAND INDEPENDENT SCHOOL DISTRICT

By: Dr. Earl McCallon
Member, Evaluation Team

The Garland Public Schools' participation in the PICES project has been at the secondary level. Students in grades 9 - 12 have been involved through the participation of twenty-three (23) teachers and Mr. Phil Gilbreath, who has served as district coordinator. Three campuses have been served: North Garland High School; Garland High School; and South Garland High School.

On May 7, 1976, visits were made to each of these campuses. A summary of these evaluation visits are presented below.

NORTH GARLAND HIGH SCHOOL

Interviews were conducted with Mr. Gene Hudson, Principal, Pat Wetzel, Building Coordinator and Norma Dorsey, a classroom teacher. All of these individuals were quick to point out the significant benefits that had accrued from participation in the project during the year.

Only one negative aspect was noted. Early staff development efforts were perceived to have been inappropriate due to the level of the materials used. Mr. Hudson indicated that this was quickly corrected and that the quality of training from that time forward was excellent. Mr. Hudson's observations and subsequent positive feelings were expressed

by several other persons.

GARLAND HIGH SCHOOL

Interviews were conducted with Mr. John Butler, the principal; Pat Kosture, Building Coordinator; Ellen Fuller, Sandy Myers, Kay Landrum and Irma Breeson, four teachers. These interviews were most helpful in assessing the impact of the program at the classroom level. The personnel at Garland High School were very enthusiastic about the program and expressed a strong desire that the career education effort in Garland be continued.

SOUTH GARLAND HIGH SCHOOL

Interviews with Mr. Clyde Owen, Principal and two teachers, Becky Elliston and Barbara Frantz, tended to substantiate the very positive effect the program has had in the Garland schools. These teachers, along with others, pointed to numerous specific examples where instruction has been enriched through the infusion of career education concepts and materials. The Garland personnel, on a whole, are eager to become more deeply involved in career education.



EDUCATION SERVICE CENTER, REGION XIII

May 25, 1976

Dr. Joe Farmer, Director
PERD Component
Education Service Center, Region X
400 East Spring Valley Road
Richardson, Texas 75080

Dear Joe:

I enjoyed my visit last week to the center and to Kaufman ISD. The following remarks represent a summary of my observations and discussions with staff members of Kaufman ISD in relationship to:

- a. their perceptions of the benefits of the PICES Project to their district
- b. their view of the strengths and weaknesses of the PICES Project as implemented in the 1975-76 school year

Kaufman ISD was visited on Friday, May 7, 1976 by David Gillmore and PICES project staff member Ann Yates. The principal of the elementary school was the first contact. In discussions with him, the following facts emerged:

- a. The project benefited the school through the various materials that were sent out and used
- b. The project benefited the teachers personally, by providing them with new insights on developing curricular modules containing objectives, activities and evaluation
- c. The best features of the project seemed to be;
 - . Workshops
 - . Notebooks
 - . Visitations by PICES staff
 - . Materials

Dr. Joe Farmer
May 25, 1976
Page 2

d. The suggestions that emerged were:

- . More in-service on learning centers
- . More in-service on single subjects of high need
- . More simulation and game in-service training

The teachers were visited next with the evaluator randomly selecting teachers in each grade level to interview. A short (ten to fifteen minute) visit with five teachers revealed the following:

- a. Most teachers were implementing career education concepts in the curriculum with little difficulty
- b. There still seems to be a concern that the concepts are difficult to integrate into the curriculum rather than "adding on"
- c. With the exception of the training on the use of television all teachers benefited from the in-service training
- d. Some teachers found it difficult to allocate enough time to complete the modules
- e. All teachers responded that they felt that they and the school had benefited by having participated in the project
- f. The items discussed as most beneficial were:
 - . Materials
 - . In Service
 - . Completed modules
 - . Staff (PICES) visits
- g. The suggestions listed were:
 - . Allow more time for the preparation of the modules
 - . More films and materials
 - . Be allowed to take field trips

In summary, the project was well received and both teachers and administrator benefited from the experience.

Thank you for allowing me to participate in the evaluation of this project. I look forward to working with you and your staff in the future.

Sincerely,



David Gillmore Ph.D.
Director, Planning, Evaluation
and Administrative Services

REPORT OF ON-SITE VISIT TO ROYCE CITY SCHOOL DISTRICT

PREPARED BY

Dr. Carolyn D. Raymond

PEAC Committee Member

BACKGROUND INFORMATION

This brief report describes the observations and perceptions gleaned from an on-site visit to Royce City School District on Thursday, May 6, 1976. The purpose of the visit was twofold:

- To determine the perceptions of local personnel, including teachers and administrators regarding the benefits of the project to the local district.
- To attempt to identify the major strengths and weaknesses of the project as seen by local personnel.

Royce City School District is in a rural community and serves approximately 600 students. The staff and student body moved into a brand new facility this year. It also is the first year that the district has been in the PICES project. The grade level cluster involved in the PICES project is 6-8.

APPROACH

In order to accomplish the two outcomes specified, this evaluator utilized mainly a semi-structured interview approach. Eight questions were asked to most of the individuals interviewed.

These questions were as follows:

- What was your involvement in the PICES project this year?
- What benefits did you derive from the project's activities?
- What did you like best about project activities?
- What did you like least?
- How would you improve the project?
- What suggestions can you make regarding next year's PICES activities should the project be refunded?
- How do you think other staff (your colleagues) felt about the program?
- Do you have any additional comments or concerns which haven't been discussed?

In addition to the semi-structured interview, teachers were asked to show the evaluator samples of their curriculum modules as well as instructional materials used in teaching career education activities. The evaluator also attempted to note bulletin boards, displays, and other visible instructional modes which reflected an interest in and/or an understanding of career education.

Ten individuals were interviewed including the superintendent of schools, the elementary principal, the secondary principal, and seven teachers representing reading, math, science, and social studies specialization areas. Unfortunately, due to the time frame, the interview time with the two principals was cut short, although some general impressions were obtained.

INTERVIEW AND OBSERVATION RESULTS

The following is a summary of the results obtained from the interviews and observations made during the site visit. It should be noted that all interpretations are subjective in nature.

The major points gleaned from the interviews are:

- All of the individuals demonstrated high positive affect toward the program--its goals, approach, and staff.
- Six of the ten individuals made a point of defining what career education meant to them and how very vital the concept was to the education of their students.
- Benefits of the project most frequently mentioned were: *made me more aware of outcomes which I had been teaching but which can be enhanced through a career education concept (4)*; material resources of excellent value (3); when I order new materials or select assignments, I'm now purchasing or assigning those with a career education focus (3); have utilized more community human resources (2).*
- Two areas stood out as the things the teachers liked best about the project: the practicality of the inservice activities; and, the resource materials.
- All individuals found it difficult to identify weaknesses or areas they liked least. Most indicated there was nothing about the project which they did not like. One principal indicated he initially felt it was going to be a problem releasing teachers for inservice on days students were in school, but said it was not a problem and that teachers liked this time frame. This validated by several of the teachers.

*Number Responding

- Responses were varied to the questions how the project could be improved and suggestions for next years activities. Three teachers indicated some concern regarding integrating the concepts into their regular curriculum, and as one individual stated "Often, I can't integrate it, so it's an 'add on', but I don't care. I feel if it is important to be taught, then I'm going to teach it". A few other general concerns included: the need for more use of human resources both within and without the community (3)*; more material resources (2); more time to work up instruction (2); some teachers need to utilize more human resources (1); some teachers need to get more interested (1)."
- The open end question brought numerous comments some of which were: need more vocational courses for our students; use interested teachers to "spread the word"; need newspaper publicity; should use high school students to talk to elementary students; like involvement with other PICES school staff. One of the administrators indicated that one of the benefits of the program was it helped fill the gap of not having counselors. He did not see the program as making curricular changes but of a guidance flavor only.

The following points are more subjective in nature since they are made as a function of observations by the evaluator.

- There were numerous bulletin boards, displays, etc., which were focusing on or had a flavor of a career education concept. A quick count by the evaluator indicated approximately 38% of all displays.
- A quick perusal of twelve curriculum modules indicated that approximately 75% did have a career education concept/objective within the instruction; although, in most cases, they were at a fairly low level of sophistication. (See recommendation and final comments section of this report).
- In a few cases, some of the instruction which the teachers identified as career education in the philosophical framework of this evaluation would not be identified as falling in this domain (i.e., using metric measures in a science project).

- (Note: There is one minor area which will be described here although it may not be relevant to the PICES project). There appeared to be on the part of several teachers, a concern regarding the type of student in the district and their "lack of motivation to school".

RECOMMENDATIONS AND FINAL COMMENTS

From the vantage point of this evaluator, the PICES project has certainly met in the Royce City School District, its goals of high positive attitudes toward the project and the concept of career education as well as staff commitment to integrating the concept into their day to day instructional activities. The inservice activities were of high value. It also can be noted that staff relationships to the PICES staff member accompanying the evaluator to the site was most positive.

It is important to note that although observations indicated a somewhat low level of understanding of the concept of career education, it is the experience of this evaluator in implementing career education into school systems, that the understanding is at a most acceptable level for individuals involved in a project of this nature for the first year. Moreover, the affect is higher than the evaluator has seen in other projects of similar intent. It is also the opinion of this evaluator that in innovative type projects positive affect must come first for long range commitment.

It is recommended that the following activities be considered by project staff for future involvement with Royce City School District staff:

- Inservice activities on how to motivate children with their particular background and motivational levels.

- More inservice and promotional activities on utilization of community resources.
- Increased inservice training on career development concepts to increase staff level of sophistication regarding this area.
- Training in the selection of instructional materials which are philosophically compatible with the school's goals and objectives as well as career education goals.

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

June 17, 1976

Dr. Joe Farmer, Director
P.E.R.D. Component
400 East Spring Valley
P. O. Box 1300
Richardson, TX 75080

Dear Joe:

I apologize for the delay in getting the report back to you on my visit to the Wilmer-Hutchins Independent School District. To be truthful, this simply got buried under a mound of other things and I neglected to respond in a timely way.

As you know, I did visit the Wilmer-Hutchins Independent School District during May to review the activities in that district with regards to PICES. My visit there was very cordial and I had the opportunity to visit with about ten teachers regarding the PICES project. The teachers appeared to be very well pleased with their involvement, and did not recommend any changes in the procedures which had been used. The superintendents and principals, however, expressed a concern that substitute teachers were required in order to release the regular teachers to participate in staff training. They recommend that these training activities be conducted on Saturdays or after school hours, with regular teachers being paid for their participation. This may be due to the difficulty in obtaining adequate substitute teachers.

Overall, I think the project has functioned very well and that the materials which you are developing will be of great benefit to the implementation of career education in Texas. I was very pleased to have the opportunity to work with you in this project, and I wish you continued success.

Sincerely,

A handwritten signature in cursive script, appearing to read "Andrew T. Nutt".

Andrew T. Nutt, Director
Division of Information Analysis

ATN/ljf

RALLY

For
CAREER
EDUCATION

Vol. III No. 3

ESC Region 10, Richardson

May 1976

MARCH-A Busy Month For PICES Teachers



MIGHTY MINIS Make Their Mark

Did you know that it's unacceptable to refer to a car care center as a filling station? Are you aware that you can obtain a filmstrip of last week's newspaper? Do giraffe's have voices? And where do felt tip pens come from?

Answers to these questions and many, many others were provided in a series of mini-workshops held in March for the teachers involved in the instructional application phase of the PICES Project. Using data generated by conducting a needs assessment in the four PICES districts, the career education project staff planned the following series of mini-workshops.

Curriculum Development By Infusing
Career Education Learner Outcomes
Utilizing the Daily Newspaper in the Classroom
Games, Simulations, and Role Playing
Questioning Strategies
Involvement Bulletin Boards
Using Resource Persons Effectively
Field Trip Strategies
Bicentennial Learning Center
Utilizing Public Television Programs presented by
Carla Ranger of KERA
Service and Publications Provided by the Bureau of
Labor Statistics presented by Stanley Clack
Effective Utilization of Career Education Materials

One of the purposes of the mini-workshops was to demonstrate strategies and methods for infusing basic learner outcomes into the existing curriculum.

Following this series of workshops, a career education staff development materials caravan was placed at each PICES campus. The collection includes audio tapes, books, slide-tape presentations, periodicals, and curriculum guides on career education.

RALLY FOR CAREER EDUCATION

RALLY is a publication of the Career Education Component of the Education Service Center, Region 10, which includes 81 school districts in 8 counties. Career Education Project Staff: Gwyn Brownlee, Project Director; John Shirley, Project Coordinator; Consultants - Roger Melton, Grace Rice, Roxy Smarzik, Bill Smith, Ann Yates; Support Staff - Mary Bartley, Dorothy Newsom.

Career Education Happenings in Region 10

IN BONHAM - The staff is in the process of writing and implementing learner objectives in each program area, and career education learner outcomes are being infused into this process. An instructional needs assessment is being conducted throughout the district.

IN COMMERCE - A series of eight workshops involving thirty two teachers and 692 teacher hours was held with an objective to develop learning modules infusing career education learner outcomes sequenced for particular subject and grade levels. The modules will be shared with nine other school districts in the Commerce Cooperative Project.

IN CRANDALL - After several workshops with Region 10 career education staff, teachers have developed learning modules infusing career education learner outcomes that were sequenced for their for their grade level and subject area.

IN DALLAS - Teachers in the pilot schools will soon have access to an individualized career education staff development module. Complete with all resources, the module is designed so that a teacher may focus on objectives appropriate for him/her and work through activities at his/her own rate.

IN ENNIS - In keeping up with the spirit of '76, middle school students have been writing research papers on particular job fields the students are interested in from 1776 to the present. At the high school seniors have participated in the Group Guidance Program.

IN FORNEY - Teachers are in the process of developing learning modules which infuse career education learner outcomes into the existing subject matter.

IN HONEY GROVE - Students have heard resource speakers from such varied backgrounds as an electronics firm and from an airline. Several groups have taken field trips to the city hall offices, the County Court House, and the County Jail.

IN RICHARDSON - Recently students visited Region 10's computer center and explored computer related jobs. Guests representing interest areas of the Kuder Interest Inventory have visited classrooms as have high school students from various work programs to discuss their jobs with younger students.

IN TERRELL - Approximately 125 seniors participated in a six week group vocational guidance seminar. The students were organized into company personnel committees which solved such problems as dealing with company policy and personality traits, and acquiring and retaining a job.

ROYSE CITY

In addition to an impressive new building, something else has been added in Royse City I.S.D. - Career Education. Sixth, seventh, and eighth graders have had some new ideas infused into their daily lessons. Such ideas as the dignity of work, the law of supply and demand, the importance of a good self-concept and the variety of occupations available to a person are examples of 177 basic learner outcomes for career education which are being infused into the 6-8 curricula. Plans are being made to include the other grades in the career education program next year.





Walter Hall, high school principal, is the district coordinator for career education. Teachers involved in planning and implementing career education activities this year are: Cecelia Arnold, Sylvia Brady, Virginia Bullock, Howard Clark, Ed Allen, Amelia Eden, Mae Ida Garvin, Bill Haggard, Randy Haggard, Jerry Hutton, Lance Morrison, Anita Scott, Judy Thompson, and Karen Virkery. The E.S.C. contact person for Rayse City is Roxie Searles.



Superintendent - Jim Holt
 Size of District - 175
 Total # of Teachers - 29
 # Involved in Instructional
 Application Phase - 13
 Grade Cluster - 13 Teachers in
 Grades 6-8

PICES UPDATE AND FORECAST

PICES is an acronym for Phasing In Career Education Systematically; a career education project funded through the United States Office of Education and administered by Region 10 Education Service Center. We are proud to say that the PICES Project has accomplished a great deal since its beginning on July 1, 1975. Four Region 10 school districts are involved in implementing career education through the auspices of Region 10's PICES Project Staff. Those districts are: (1) Garland, (2) Kaufman, (3) Royse City, and (4) Wilmer-Hutchins. Each district has been actively working through a series of systematic steps designed to incrementally install career education in grades K-12.

Major efforts accomplished to date in the PICES Project include a career education needs assessment. Each participating district collected data from district administrators, teachers, students, and employers. The data has been studied and results recorded. Each district can now develop a plan of attack for eliminating any of the identified needs relative to implementing a comprehensive career education program.

Another major effort of the planning phase of the PICES Project was that of specifying instruction by grade level, subject area, and specific course offerings. Career education learner outcomes identified by Partners in Career Education through the Texas Education Agency were sequenced through each district's curricula from kindergarten to the twelfth grade. Each of 177 learner outcomes were placed by teachers in three strategic locations (K-12): (1) within the grade and curriculum area where instruction will be INTRODUCED, (2) within the grade, curriculum area, and/or specific course where the learner outcome will be DEVELOPED, and (3) within the grade, curriculum area and/or specific course where instruction will EMPHASIZE each learner outcome. The product of the sequencing effort is a tailor made, coordinated instructional guide for infusing career education into the present curriculum.

Selected teachers representing grade clusters from each of the four participating districts are now teaching the sequenced learner outcomes along with third quarter studies. These teachers attended six full days of inservice training at the Education Service Center.

Plans are being made to continue the PICES Project and include other Region 10 school districts during the 1976-77 school year. With the State Plan for Career Education calling for statewide career education implementation by 1980, it seems probable that many Region 10 districts will desire to be a part of PICES II.

Dallas Receives Planning Grant Award for EBCE

The United States Office of Education has awarded Dallas Independent School District a \$5,000.00 planning grant to develop a proposal for an Experience Based Career Education program for secondary students in the DISD. Region 10 Education Service Center and Dallas are involved jointly in seeking funds which will make implementation of the EBCE program possible.

EBCE, a voluntary program of full-time learning and on-the-job career exploration, was developed and tested over the past four years at four educational laboratories under the auspices of the of the National Institute of Education (NIE). Although students in the program spend 70-80 percent of their time at job sites, they simultaneously complete their academic activities and receive the same credits they would have received had they remained in the traditional high school programs. Each student has a set of learning experiences created which is uniquely appropriate for him, in terms of the people he meets, where he goes, what he learns and how he learns.

In EBCE "courses" are not viewed as having to be separate sets of events. Rather, the content of social studies, English, science, mathematics, and career development are often combined into single sets of student outcomes and activities.

Plans are to operate the program, once funded, on an experimental basis for approximately three years. After this period, the program will be expanded to include more students.

The Region 10 Education Service Center will provide technical assistance to DISD in the planning and preparation phases of the program. In two to three years, the Education Service Center will be in a position to disseminate information to Region 10 schools and provide assistance to other districts wishing to adopt a total EBCE program or elements of one for their students.

STATE PLAN FOR CAREER EDUCATION RELEASED BY TEA

All public school superintendents throughout Texas have received a copy of the, 1976 State Plan for Career Education and Incremental Quality Improvement Guide for Local School Districts. The broad goal of the plan is for each public school system to install career education in 1980. Career Education has been listed by the State Board of Education as one of the top ten priority areas.

In order to obtain perceptions of Texas educators regarding the implementing of career education statewide, superintendents have been asked to respond to a survey form.

KAUFMAN



Where can you find a bunch of third graders with credit cards who are trying to charge everything in sight? And where are you in danger of being interviewed by every fourth grader you see? These and other activities are being carried on at Nash Elementary School in Kaufman, Texas.

Principal Sam Burnes who serves as coordinator of career education in Kaufman I.S.D., and his teachers have begun many exciting career education activities in the third, fourth, and fifth grade classes. Teachers involved in writing and teaching career education lessons are Zue Arnold, Tricia Barone, Rafe Biard, Anna Cross, Alta Hester, Reba Phillips, Polly Pilcher, Adeline Roberts, Nell Tidwell, Margaret Tinnin, Jo Wylie, and Ray Young. The Region 10 Career Education Project staff member who works with Kaufman is Ann Yates.

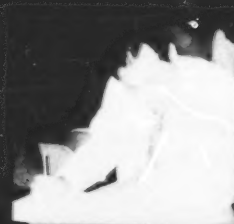
These teachers have used and evaluated numerous career education materials and have taken their students through the Bicentennial-Career Education Learning Center during April.



Superintendent - Mr. J.R. Phillips
 Size of District - 1,750
 Total # of Teachers in
 Application Phase - 12
 Grade Cluster - 12 Teachers in
 Grades 3-5

Other Material

The Environmental Protection Curriculum Guide, offers to the high school teacher programs of study in the following occupational fields: water treatment, waste water treatment, and air pollution control. It is designed to assist the teacher in identifying the competencies needed for the high school student to perform the required duties of these occupational areas. This guide can be checked out from our collection by Region 10 teachers by filling out a materials booking form for BG 0265 and mailing it the ESC media department. It can be purchased from Ohio State University, 2120 Pyffe Rd., Columbus, Ohio.



GARLAND

Garland Independent School District is the largest system involved in the PICES Project this year. Garland Schools number 44 with 31 elementary schools, 10 junior/middle schools, and three high schools. Mr. Phillip Gilbreath, coordinator of career education, is facilitating all PICES Project activities within the district.

Twenty three teachers representing the grade cluster 9-12 are now infusing career education learner outcomes identified as being applicable to their third quarter courses. These teachers are listed below:

North Garland High School		South Garland High School		Garland High School	
N. Dorsey	I. Himmelreich	J. Brownlee	J. Brown	E. Beeson	T. Bradsh
M. Howell	M. Linguist	B. Elliston	B. Frantz	K. Landrum	E. Fuller
I. LaRue	C. Newkirk	J. Foos	R. Holder	C. Myers	J. Murphy
H. Strickland		*C. Jeffries		*P. Kostue	
P. Wetzel		(Denotes Campus Coordinator)			

Superintendent - Dr. Eli Douglas

Size of District - 23,879

Total # of Teachers - 1,400

495



Teachers involved in the project are very enthusiastic about the response of their students toward the career education concepts being infused into their regular classes. Students in Kay Laddrum's, Ellen Fuller's, and Erma Beeson's classes have heard resource speakers talking about everything from budgeting to World War II artifacts. Many teachers are utilizing newspapers, field trips to the police department, jail, and court house as strategies for a relevant approach to teaching history, government, English, and mathematics.

Pat Kostue's (G.H.S.) English II Composition class is now C.L. Company. Each potential employee must successfully complete an application and an interview. After becoming an employee, specific jobs and projects are assigned.

Maureen Linguist (N.G.H.S.) has her chemistry lab set up on a company concept and each student is a lab technician. Technicians are required to "punch-in" and dress in uniforms, (proper safety protection) for this occupation.

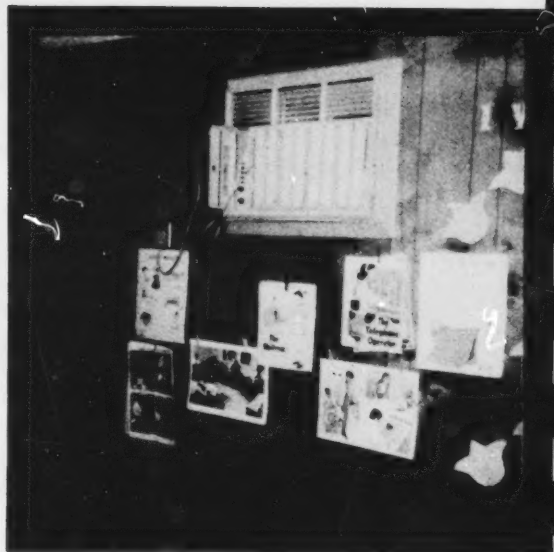
In simulating actual working conditions, Mrs. Linguist assigns each student an unknown substance and the "technicians" work independently to research the unknown. Students have been very enthusiastic about the class organization and Mrs. Linguist states that each student has punched in, dressed in lab coats, and has research materials ready by the time the tardy bell has sounded. The students have been finishing their projects ahead of schedule.





CAREER EDUCATION -

WILMER-HUTCHINS STYLE

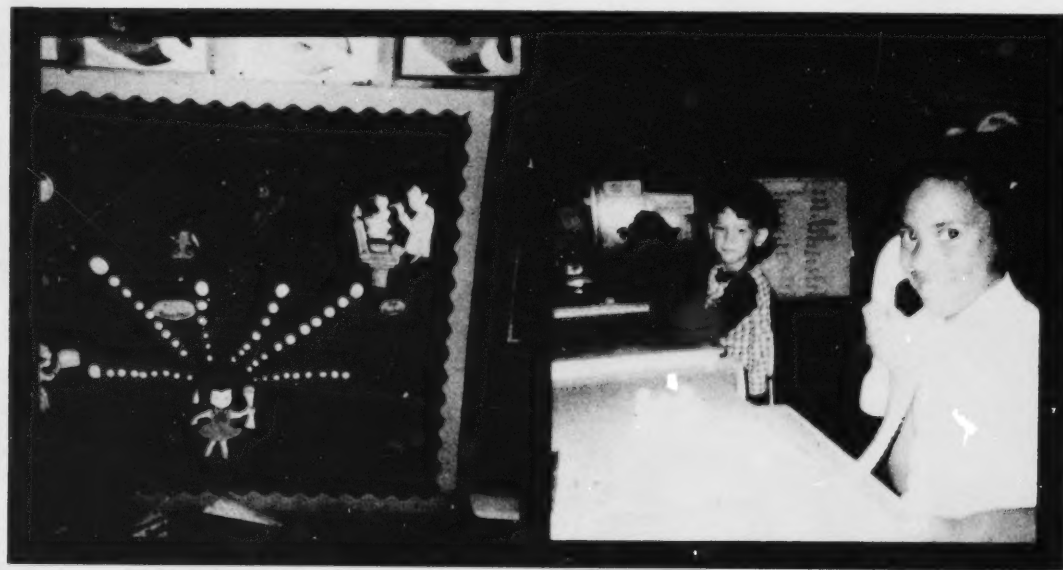


Superintendent - Carl McMillan
 Size of District - 5,200
 Total # of Teachers - 233
 # Involved in Instructional
 Application Phase - 19
 Grade Cluster - .19 Teachers in
 Grades K-3

"Hey Mom. I saw a talking car today." Wow. Really, I did get finger printed at school." "You know who the best crime preventor is? Me and You." These are just a few remarks which the relatives of the kindergarten and first grade students of Hutchins Elementary School may have heard around the first of April. Campus coordinator assistant, Jonnie Hurd reported that Sargent Jess Hays and Sargent Don Fuller of the Dallas County Sheriff's office and Chief Joe Ed Wallace of the Hutchins Police Department educated and delighted the students with real hands-on experiences straight from the world of crime prevention and people protection.

Elsewhere in Hutchins Elementary School, students are learning the alphabet by associating letters with occupations. "M" is for mailman, not mouse. Many classroom teachers have provided a special "I Want To Be" spot complete with job oriented books, posters, hats, etc. One second grade, infused, language arts lesson requires that students interview someone in the home and write a paragraph about what they learned from them. When studying farm and city communities, one third grade class learned about the characteristics of possible jobs available in each. Campus coordinator Irene Warren says even more exciting things are coming up during the rest of the trimester.

There are nineteen teachers from Hutchins Elementary who are participating in the PICES Project: Kindergarten - Edna Wilkerson, Joyce Hitt, Lynda Handy; First grade - Jonnie Hurd, Len Davis, Jo Ann McKissic, Gloria Robertson, Hazel Brotherton, Bettye Cornelius; Second grade - Grace Parks, Birdine Carroll, Margaret Bass, Doris McDow, Helen Murphey; Third grade - Irene Warren, Gertrude Pipkin, Jennifer Colbert, Barbara Derr, Shirley Cheeks. District coordinator Charles Johnson and Hutchins principal Doug Willis are very pleased with the effort.



HAVE YOU USED THIS KIT ?

The Programmed Work Awareness Kit, Level B, is designed to present occupational information correlated with various activities of listening, role playing, animation, group discussion, puppet play, inquiry, riddles, games, physical activities art, and music. The kit for grades 1-3, can be checked out to Region 10 teachers by filling out a book request form for KT 0645 and mailing it to Region 10 ESC media department. It may be purchased from Chronical Guidance, Publications, Inc., Moravia, New York, 13118.



Rally
Career Education Project
Region 10 Education Service Center
400 E. Spring Valley Road, P.O. Box 1300
Richardson, Texas 75080

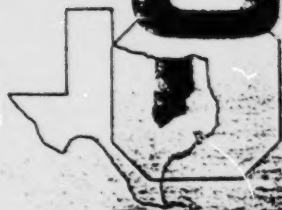
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APPENDIX H

RALLY VOL. III

CATALYST ARTICLES

CATALYST



THE NEWLETTER OF THE

EDUCATION SERVICE CENTER, REGION 10

ROCKWORTH, TEXAS

VOL. 9, NO. 1
AUGUST, 1975

Career Ed Gets Boost In Staff, USOE Grant

The Region 10 career education component has expanded its staff, received a new grant, and added schools to its pilot projects.

A newly funded program from the U.S. Office of Education Career Education Division for \$135,000 will boost implementation efforts for the region. Pilot districts chosen for the program, Phasing in Career Education Systematically (PICES), are Garland, Kaufman, Wilmer-Hutchins, and Royse City.

"This was one of 80 projects funded out of approximately 900 proposals submitted to USOE," John Shirley, career education coordinator, said, "and one of four in Texas funded."

Under the Title III program now in its third year, Crandall ISD and Forney ISD have been added as career education pilot sites. Other schools serving as pilot sites under Title III are Bonham, Carrollton-Farmer's Branch, Commerce, Dallas, Ennis, Honey Grove, McKinney, Richardson, Terrell, and Waxahachie.

Professional staff members recently added to the component are Roger Melton, Grace Rice, and Ann Yates. Other staff members are Dr. Bill Smith and Roxy Smarzik.

The PICES program will approach the implementation of career education in the four pilot sites with a step by step plan. The first step will be to form a

career education team with a district-wide coordinator and campus level coordinator in each district. Orientation and planning will be held with each team to develop a career education management plan for the district.

Using technical and support service from the ESC, teams and other personnel will conduct a needs assessment. Community, students, teachers and administrators will be involved. The sequence of learner outcomes appropriate for the districts by grade level and subject matter area will also be determined.

The planning, evaluation, research and development component at Region 10 will design a data gathering system and evaluation services. Input will be analyzed and conclusions drawn.

Orientation and training for classroom teachers involved in instruction will follow. Students will be pretested on their understanding of career education and attitudes. Teachers will then infuse career education teaching into the curriculum for a period of time, after which students will be post tested and results compared.

A career education handbook for administrators will be developed from the process. The handbook will be disseminated nationwide to all State Departments of Education and select agencies in Texas.

CATALYST

THE NEWSLETTER OF THE

EDUCATION SERVICE CENTER, REGION 10

RICHARDSON, TEXAS

VOL. 9, NO. 2
SEPTEMBER, 1975

Career Ed Starts Needs Assessments

Gilbreath, Garland; Sam Burnes, Kaufman; Walter Bell, Royse City; and Charles Johnson, Wilmer-Hutchins. David Stanfield, Crandall and David Whitaker, Forney, will coordinate the Title III program for their districts.

Districts continuing with Title III career education projects met Sept. 9 for work on management plans. These districts are Carrollton-Farmers Branch, Bonham, Dallas, Commerce, Ennis, Terrell, Waxahachie, McKinney, Richardson, and Honey Grove.

PICES schools will work on their grade level cluster participating in intense staff development on the instructional phase starting in late February.

Region 10 career education received \$135,000 for Project PICES from the USOE this year. Data will be gathered for instructional approaches and staff development in each of the four sites.

Local management teams for the districts have been formed. Teams consist of a district coordinator and campus coordinators. Following the orientation the district teams are to develop a career education management plan. All processes and activities will be documented throughout the year. This will form the basis for information to be included in the career education implementation handbook to be developed.



GETTING ACQUAINTED — New pilot site career education coordinators test their memories by shaking hands and repeating the name and the pilot sites of other coordinators and ESC career education staff members. From left are Sam Burnes, Phil Gilbreath, Charles Johnson, David Whitaker, and Grace Rice, ESC career education.



CATALYST

THE NEWSLETTER OF THE

EDUCATION SERVICE CENTER, REGION 10

RICHARDSON, TEXAS

VOL. 9, NO. 4
NOVEMBER, 1975

Career Tests To Be Given Area Schools

An extensive career education test series will be given in 30 region schools to find out what students know, or do not know, about job fields and success skills.

Approximately 5,600 students in the region will be taking this career education assessment, a battery of 17 specially designed tests. Samplings will be taken from 9th and 12th grade students. This is part of a statewide effort involving about 450 schools in all to measure what the students know now compared with what they need to know about career education. The results will be used to diagnose student needs and to develop methods for integrating career education into the curriculum.

Tests will be given in mid November. Region 10 administrators attended a workshop Nov. 5 at the Center to learn the background and how to administer the tests.

The information on approximately 40,000 students in the state will be processed by computer at the Region 10 ESC. The results will be made available to the Texas Education Agency, each of the

20 service centers, and the participating school districts by mid December.

A sampling of large and small school districts will be made. A broad survey of career education will be taken plus a series of 16 special category tests focusing on job related topics such as human relation, career information, economic facts, and getting and holding a job.

The tests were developed by Westinghouse Learning Corporation in cooperation with Partners in Career Education and TEA based on 177 learner outcomes previously identified. Business, labor, professionals, and citizen groups worked with the Agency to develop a set of ideas and skills that young people should have by graduation.

Roger Melton, instructional services, is coordinating the effort for Region 10 ESC.

CATALYST



THE NEWSLETTER OF THE
EDUCATION SERVICE CENTER, REGION 10
RICHARDSON, TEXAS

VOL. 9, NO. 5
DECEMBER, 1975

Career Education

PICES Reviewed by USOE

Terry Newell, U. S. Office of Education project monitor for PICES (Phasing in Career Education Systematically), met with pilot school representatives, Education Service Center administrators, and the career education staff Dec. 1.

Eli Douglas, Garland; Jimmy Phillips, Kaufman; James Holt, Royse City; and Carl McMillan, Wilmer-Hutchins; superintendents of pilot school districts, met with Newell for an informal discussion at luncheon. Campus coordinators were also present.

Newell consulted with ESC administrators; the planning, evaluation, research, and development component (PERD), and the career education staff to review the project and make recommendations.

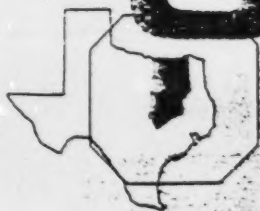
The ESC career education staff is due to complete the sequencing and needs

assessment phase of PICES in January. Plans for staff development for pilot school personnel involved in instruction are being made. Materials and resources are being gathered for the instructional phase.

In cooperation with PERD, pre- and post-tests are being prepared. A procedure handbook for national dissemination will be developed describing the PICES process.

John Shirley is ESC PICES coordinator. Campus coordinators are Phil Gilbreath, Garland; Sam Burnes, Kaufman; Charles Johnson, Wilmer-Hutchins; and Walter Bell, Royse City.

Newell will return in the spring during the instructional application phase to observe career education in the classroom.



CATALYST

THE NEWSLETTER OF THE

EDUCATION SERVICE CENTER, REGION 10

RICHARDSON, TEXAS

VOL. 9, NO. 6

JANUARY, 1976

Navy To Host Career Ed

The Navy will welcome Region 10 educators aboard at the U.S. Air Station in Grand Prairie Jan. 30.

Career education in the Navy will be discussed as well as services available to the classroom teacher and the counselor. Topics include Navy scholarship programs, the Navy campus, Navy vocational aptitude tests, and the use of Navy resources in the classroom.

Grace Rice, career education consultant, is contact person at the Education Service Center.

The career education component at the ESC has scheduled three two-day workshops for early February. PICES, Phasing in Career Education Systematically, pilot

schools will participate in the designated sessions on career awareness.

Community resources, learner centers, career education materials, use of the newspaper and television, and simulation games will be covered. Teachers from other schools who have implemented the career education program will share their experiences with the new pilot schools. Workshops are scheduled for Feb. 3-4, 9-10, and 12-13 at the ESC.

'Due Process' Discussed

Questions and answers on "due process" and "just cause" were given to Region 10 school district administrators at the Birdville Coliseum Jan. 16.

'Tag-Along' For Career Experience

Project Tag-Along, a pilot program concerned with career awareness for middle school students, is currently underway at Haggard School in Plano.

The program, under the direction of Raymond Pope, counselor at Haggard stresses individualized field trips as a means of conveying career information to the students. The ninth grade students are surveyed on career choices. They are then grouped according to their choices.

Volunteers who have vocations similar to the selections of the students are subsequently found in the community. The selected students, along with the counselor, spend a part of their school day accompanying the volunteer to receive "on-the-job" information about the career.

A group of ninth graders recently completed such an educational visit to Baylor Dental School in Dallas. Lyndel Stripling, a senior dental student, led the students on an exhaustive tour of the facility. He stressed the vast spectrum of careers that exist within the field of dentistry; the specialties ranging from Oral Surgery to Radiography to the field of Dental Ceramics.

This trip was one of many during the past four years. *Project Tag-Along* was initiated in 1972 to accommodate the national emphasis in education for career awareness.



CATALYST

THE NEWSLETTER OF THE
EDUCATION SERVICE CENTER, REGION X
RICHARDSON, TEXAS

VOL. 9, NO. 7
FEBRUARY, 1978

Caravan To Go To PICES Pilots; Workshops Set

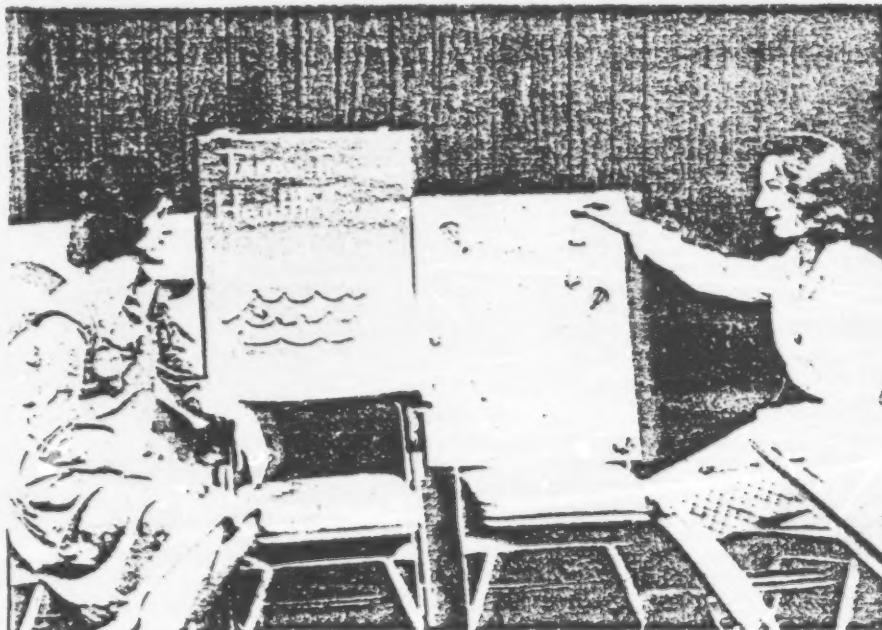
A caravan of career education materials will travel to each school in the PICES Project this month.

Pilot school districts for phasing in Career Education Systematically are Garland, Kaufman, Wilmer-Hutchins, and Royse City. The collection of materials will be displayed in each district to give teachers a more in-depth feeling for what career education is.

Career education has also set four 2-day sessions of mini-workshops in March at the Education Service Center auditorium. Sessions will be repeated on the second day for a different group. Curriculum writing, bulletin boards, and games and simulations are on schedule for Mar. 2-3.

Planning field trips, the use of resource persons, and the use of the newspaper in the classroom are to be covered in the Mar. 8-9 sessions. On Mar. 16-17 learning centers, group discussion, questioning techniques, and demonstrations will be discussed.

A materials session will conclude the sessions Mar. 22-23.



MARTHA CUNNINGHAM (left) and Micki Nunn of Waxahachie urge others to "take the plunge" into career education. The pair demonstrated how to use career education outcomes at the Region 10 ESC Feb. 13-14.